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# EARLY DISCIPLINE

ILLUSTRATED;

OR,

THE INFANT SYSTEM PROGRESSING  
AND SUCCESSFUL.

---

BY

SAMUEL WILDERSPIN.

---

"Old impossibilities are become modern probabilities, and the extent to which evil principles may go, when left to their own operation, is beyond the power of calculation."

BURKE.

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LONDON:

WESTLEY AND DAVIS,

STATIONERS' HALL COURT.

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1832.

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**SAMUEL WILDERSPIN.**



## PREFACE.

---

ALTHOUGH the Infant System has been in operation several years, no report has yet been given of its general reception and effect.

To supply this deficiency the present volume was prepared, with the earnest hope that it may be instrumental in correcting existing errors, and in urging a more extensive adoption of the plans it illustrates.

A friend has kindly undertaken the arrangement of the facts and observations it contains, for which I have not sufficient leisure.

It is only necessary further to remark, that the opinions expressed in reference to Ireland have been long entertained, and were

actually penned some months before the intentions of government in reference to that country were made known.

S. W.

*Alpha House, Alstone,  
near Cheltenham.*

*April 21, 1832.*

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## CHAPTER I.

EARLY THOUGHTS—ASYLUM FOR CHILDREN—THE FIRST INFANT SCHOOL—STRANGE BEGINNING—A NOVEL EXPERIMENT—EXISTING MEANS OF INSTRUCTION FEW AND DEFECTIVE—ACTION—A GALLERY CONSTRUCTED—OBJECTS—CLASSIFICATION—THE ARITHMETICON—SCRIPTURE LESSONS—MUSIC—GEOMETRY—GEOGRAPHY—ELLIPTICAL PLAN—FIRST WORK ON THE SUBJECT.

It is necessary that I should trace the rise of Infant Education, before I enter on the immediate design of recording its progress; and more especially, from the unavoidable brevity with which it was sketched in the work, which now appears under the patronage of our most gracious and beloved Queen.\*

In so doing, I must apologize for the seeming egotism which I should have been glad to avoid; and request my readers to believe that I have been, and still am, far more solicitous for the promotion of the system, than for that of any personal interests. I trust, therefore, that the prominence given to my own feelings and efforts will be candidly and kindly regarded, and that none will attribute to me either motives or ends which I would now, once for all, most explicitly and earnestly disclaim.

\* "Infant System." 5th edition.

Every reflecting mind, perhaps, has some favourite topic of thought ; and mine was directed at an early period of life to the instruction of the young. Naturally fond of children, I pitied their state, both as altogether neglected and improperly treated under existing systems ; and many schemes were revolved for the improvement of their condition. I observed them in the streets, in the dwellings of their parents, and in all the " dame-schools " to which I could gain access ; thus the conviction increased that a new order of things was most devoutly to be desired, and that it was urged on us alike by patriotism, philanthropy, and piety.

The systems of Joseph Lancaster and Dr. Bell were, indeed, in operation, but children could not be placed under them till *seven* years of age ; hence measures appeared necessary for their instruction and discipline from the earliest susceptibility to that period ; and, still further, to be imperatively demanded for those, who, being sent to work at that time, must be altogether neglected unless previously trained.

Some years elapsed, but no opportunity arose for practical effort, when accidentally, or rather providentially, I met at the house of a friend, Mr. James Buchanan, who was actively engaged in a *new* experiment. He had been brought by some noblemen and gentlemen from New Lanark, to superintend an *asylum* in Westminster, which originated with Lord Brougham, for children of the very lowest class, varying from *two* to *eleven* years of age. Our conversation turned on early education, I explained to him my views, and the result was an application to me a few days after by a member of the Committee of

Management, to take the superintendence of a similar but more commodious establishment, about to be formed in another part of London.

Struck by this coincidence with my wishes and feelings, I acquiesced after some deliberation; relinquished my engagements in business; and, subsequently, suggested that the intended Institution should be called an *Infant School*, and that it should be confined to children from the age of *two to seven*.

Most of those who had been entered did not come at the time my labours commenced; and we had, after much exertion, an entirely new brood. These came on the Monday morning, and as soon as the mothers had left the premises, I attempted to engage the attention of their offspring. I shall never forget the effort. A few, who had been previously at a dame-school, sat quietly; but the rest, missing their parents, crowded about the door. One little fellow, finding he could not open it, set up a loud cry of "Mammy! Mammy!" and, in raising this *delightful* sound, all the rest simultaneously joined. My wife, who, though reluctant at first, had determined, on my accepting the situation, to give me her utmost aid, tried with myself, to calm the tumult; but our efforts were utterly in vain. The paroxysm of sorrow increased instead of subsiding, and so intolerable did it become that she could endure it no longer, and left the room; and, at length, exhausted by effort, anxiety, and noise, I was compelled to follow her example, leaving my unfortunate pupils in one dense mass, crying, yelling, and kicking against the door!

I will not attempt to describe my feelings; but, ruminating on what I then considered egregious folly

in supposing that any two persons could manage so large a number of infants, I was struck by the sight of a cap of my wife's, adorned with coloured ribbon, lying on the table; and observing from the window a clothes-prop, it occurred that I might put the cap upon it, return to the school, and try the effect. The confusion when I entered was tremendous; but on raising the pole surmounted by the cap, all the children, to my great satisfaction, were instantly silent; and when any hapless wight seemed disposed to renew the noise, a few shakes of the prop restored tranquillity, and, perhaps, produced a laugh. The same thing, however, will not do long; the charms of this *wonderful* instrument therefore soon vanished, and there would have been a sad relapse but for the marchings, gambols, and antics, I found it necessary to adopt, and which, at last, brought the hour of twelve, to my greater joy than can easily be conceived.

- Revolving these circumstances, I felt that that memorable morning had not passed in vain. I had, in
1. fact, found the clew. It was now evident that the senses of the children must be engaged; that the great secret of training them was to descend to their level, and become a child;—and that the error had
  2. been to expect in infancy what is only the product of after years.

Practically to act on this conclusion was, however, a matter of no small difficulty; and at the request of many persons, I proceed to describe the way in which it was accomplished. At this time, be it observed, no other apparatus was extant than the old alphabetical and syllabical lessons; and these were exceedingly defective. The half-words which they

contain, for instance, ought, in my opinion, to be omitted; especially since whole words may be as easily learned when accompanied by *appropriate action*, to which it was deemed absolutely necessary to resort.

To give an example or two; let the monitor utter the word *u-p*, *up*, and then raise his hand; or *d-o-w-n*, *down*, letting his hand fall; this the children will imitate; and regularly pursuing the same course, they will have exercise, which is most important, while they acquire knowledge in a manner that is easy and delightful in infancy. Sight is a medium which should, indeed, be constantly employed. The first words which children use are commonly "*dad*" and "*mam*," or "*ma*" and "*pa*," simply because they are first acquainted with the objects to which the words refer; and the amount of information attainable by teachers constantly observing this is perfectly amazing. When they spell *g-o*, *go*, the children should advance; when the word is *s-t-o-p*, *stop*, let them pause; *s-o-f-t*, *soft*, let them feel their clothes or their cheeks; or *h-a-r-d*, *hard*, strike their knuckles on the seat; and the good effect of combining action with words will soon be apparent.

Another thing to be done was, to prevent idleness, which produced disorder; and to provide constant occupation. Whatever children can *see* excites their interest, and this led to the idea of grouping them together, to receive what are called "*object lessons*." First, they were placed at the end of the room, but this was inconvenient; parallel lines were then drawn in chalk across the room, and they sat down in order on these; but, though the attention was arrested, the

Learn to  
by doing

action!

posture was unfavourable ; some pieces of cord were afterwards placed across to keep them in rank and file, but as this led to a see-sawing motion, it was discontinued ; I then made various experiments with seats, but did not succeed ; until, at length, the construction of a gallery, or succession of steps, the youngest occupying the lower, and the eldest the higher, answered the desired end.

A variety of "objects" was now to be obtained : first, those always at hand were taken ;—a brick, when the process of making it was described ;—a piece of coal, to give information of its former state, uses, and production of gas ;—or knives and forks, so that the animal might be distinguished from the mineral kingdom, and other information might be communicated ;—next, some small pieces of wood were found, and the peculiarities of mahogany, oak, beech, &c. carefully pointed out ;—then my wife's work-box was searched for bits of thread, cotton, calico, silk, velvet, &c. ;—afterwards, Dutch toys of animals were procured ; but as these could not be obtained in sufficient variety, recourse was had to picture-shops, and, finally, Mr. W. Darton was induced to publish an appropriate series of prints.

*Classification* could not be dispensed with. At first, the class formed a square, each child had a card fixed in a tin in his hand, and repeated the word in turn ; but it was soon apparent that this was done by rote, without any effort of the understanding ; posts were therefore resorted to having lessons fastened to them, and this attempt to make the children work together partially succeeded.

This was followed by the construction of an instru-

ment for teaching *Arithmetic*, because the cubes of wood previously used were only adapted to classes ; and it was desirable that the attention of the whole should be engaged. For this purpose, I made a square frame, placed across it twelve strings, and put seventy-eight buttons on them : one on the first, two on the second, and so on to twelve on the last. Balls soon appeared preferable to buttons, and this change was made ; next the strings were replaced by wires ; then twelve balls were put on each wire ; afterwards, these were painted different colours ; still further to excite interest, a board was placed to hide them and to allow only those to be seen which were brought out ; and, last of all, the balls were painted black and white, as a variety of colours perplexed the eyes. To this instrument, called an *Arithmeticon*, a tablet was subsequently added (originating that of Mr. Cobbin), and the diversified application of which is fully described in the work entitled "The Infant System."

Remembering that the excellent Dr. Doddridge was instructed by his mother from the Dutch tiles in the chimney, I now sought similar means of aiding my infant charge ; and thus the lessons with appropriate pictures were published. Especially anxious to afford them *Scriptural Instruction*, I saw that nothing, except it was seen, felt, or acted, could give a correct idea ; and hence I prepared a great variety of Bible Lessons surmounted with coloured engravings, the interest and usefulness of which have been abundantly proved.

At an early period, the effect of *music* was most agreeable and satisfactory. To this, therefore, many

things were set; the first of which was the alphabet, which rendered its attainment to many both easy and delightful. For some, indeed, it had no charm; and I was about to condemn them as blockheads, when it occurred that other means might prove available, and that those, who could not be impressed through the medium of hearing, might be through the sense of sight. To them *brass letters and figures* were discovered to be peculiarly adapted; many who could not acquire a knowledge of letters by note were "all eye" when they were told that A was a part of a triangle with a bar across, and that B was formed of a perpendicular line and two curved lines; thus the elements of Geometry seemed absolutely necessary to complete the system; and nothing it contains has been more attractive. Writing a letter in a friend's counting-house, and pulling out the candlestick which had, as usual, several joints, I saw that, by a similar succession of pieces, an instrument might be made so as to form all the geometrical figures, and this contrivance, thus accidentally suggested, has fully answered the purpose.

To these exercises *Geography* was added: parallel lines were shewn by the children being taught to place their two forefingers in the same position; converging and diverging lines by their holding up two fingers like a pair of scissors when opened, thus converging at bottom and diverging at top; a compass was printed, and maps provided, with which, especially with the *Voyages and Travels of St. Paul*, they were much pleased. The *Elliptical* plan, suggested by Dr. Gilchrist, the Orientalist, was afterwards adopted, as was also the *Analytical method*

which I obtained from some other source. Every week, and day, and hour had, in fact, directed our attention to something new ; and thus one invention or application followed another until the whole Infant System, as it now appears, was evolved.

Its operation was not to be concealed. Though no advertisement had appeared in any paper or periodical, and no work as yet had been published on the subject, the progress made was soon sounded forth, and it was no uncommon thing for several carriages to be seen standing at the door of the school, notwithstanding it was situated in one of the lowest and most obscure parts of the metropolis. The opinions given were very encouraging, and strong desires were expressed for the diffusion of a knowledge of the plan. Many urged the publication of a succinct account of it, which led to the issuing of the work already adverted to, which has reached a fifth edition, been translated into two foreign languages, and reprinted in America.

Requests to assist the opening of similar Institutions soon became numerous ; to these I acceded, and, in the course of a short time, Infant Schools were in efficient operation in various parts of London, Stoke Newington, Hackney, Peckham, Camberwell, &c. &c. Their establishment and effects in other and distant places will be stated in the following chapters of this work, which, in the review of what has now been stated, will, perhaps, remind many readers of the Poet's declaration :—

“ Grain within grain successive harvests dwell,  
And numerous forests slumber in a shell.”

## CHAPTER II.

KINDNESS AND PREJUDICE — HOLLOW COURTESY — ZEALOUS FRIENDS—THE NEGRO BOYS— COLONISTS AND MISSIONARIES SHOULD ADOPT THE SYSTEM — A SCHOOL IN THE WEST INDIES — SCHOOLS IN AFRICA — EFFECT ON THE SAVAGE MIND—INTEREST AND PATRONAGE OF HIS LATE MAJESTY— WALTHAMSTOW — THE VICAR — INFANT-SCHOOL-SOCIETY — FIRST INFANT SCHOOL-MISTRESS — DEVOTEDNESS TO HER WORK—AFFECTION OF BABES—PREMONITION OF DEPARTURE — CHILDREN'S FAREWELL—THE FUNERAL—DELIGHTFUL CONTRAST— SCENE OF LABOUR INTERESTING —THE CHARM DISSOLVED — ORIGIN OF LECTURES — CHILDREN EMPLOYED— EFFECTS OF PRAISE—AGENTS—GENERAL DIFFUSION OF THE SYSTEM PRACTICABLE.

My first journey was at the invitation of a Baronet and his Lady; whose seat is situated on the road to Tonbridge. Her Ladyship had read my work, and erected a handsome school-room capable of containing sixty or seventy infants; in fact, all the children of the village under six years of age. A most delightful play-ground was attached to it; a warm and cold-bath were also provided to keep the children clean and healthy; and, indeed, every arrangement was made that could possibly be wished.

Strange however to say, although her Ladyship, accompanied by her maid, attended with the greatest

kindness to the bathing of the children, the process awakened much dissatisfaction among the parents ; every slight cold was traced to it, and as their prejudices could not be overcome, the practice was relinquished. The results in other respects were to her Ladyship's entire satisfaction. The Baronet, I should state, did all that was practicable for the poor ; and in the hope of drawing the villagers from the public-houses, he let to each of them a small plot of ground for the cultivation of vegetables, at a nominal rent. I took two boys with me under six years of age, from the school in London, to whom her Ladyship shewed the kindest attention—walking with them through the gardens—allowing them to see the glass-hives—and pointing out whatever she thought interesting ; and the only objection he could discover was that they did not pay so much outward respect as he thought desirable, and that they spoke with too much confidence. To this I replied, that the “ No, Sir John,” and the “ Yes, my Lady,” of the villagers were new expressions to these children, who were of the lowest grade ; that the apparent submissiveness of many, even of his own tenants, as I could abundantly prove, was heartless and insincere ; that these boys were deeply sensible of the condescension and kindness with which they were treated ; and that they constantly spoke of himself and his Lady in strong terms of regard and gratitude which none could suspect. I argued too that the proper training of the moral feelings would be followed by supplying whatever was defective, and correcting whatever was erroneous ; and to prove that this had been commenced in the case of my little companions, reminded

him that though permitted to range the gardens, they had never injured a flower or a leaf; and that even when they thought themselves unobserved, they had not touched the fruit, however tempting. Whether the objection was entirely removed I know not; but Sir John and his Lady established another school in an adjacent village; have been anxious (unlike many unhappily) to avail themselves of every improvement in the system; and have treated me, on repeated visits to their mansion, with the greatest hospitality and kindness.

Having gratified wishes so generously cherished, I proceeded in another direction to open a school for a lady, who had also read the work alluded to, and whose husband, to gratify her, had fitted up a room in the village; though, as he stated to me, he had not thought much on the subject. While making every effort in behalf of the children the lady frequently cheered me by her presence; her husband came but seldom; but at the end of a few weeks, he received such an account of their progress as led him particularly to observe them, when he expressed himself in the most encouraging and flattering terms.

The property he possessed in the West Indies had latterly been much depreciated; and during a recent visit to his estates, he determined to bring home two slave-boys, the one about eight, and the other about ten years of age. In me they took much interest; and, accustomed to follow me to the school, they discovered great delight in the evolutions of the infants, and speedily learned to repeat their lessons with the greatest accuracy. Their animated movements and thirst for knowledge soon attracted his attention;

and I therefore seized the opportunity of urging the establishment of Infant Schools on his estate in Jamaica. Without hesitation he admitted their necessity and desirableness, but immediately added, "Who can I get to open them?" Delighted with the thought of so novel and extensive a field for labour as that in which I imagined this offer might issue, I volunteered my services instantler, when he promised that I should accompany him the following year. I stated that I should prefer going immediately, to which he replied, "Very well, there is a vessel lying in the river which will sail in a week or two, and you shall go by that; and at your request, I will obtain the consent of the Committee by whom you are now employed." On application to them, however, they expressed dissatisfaction, urged the claims of our own country, and gradually brought me to concur with them. I have since heard that two Infant Schools have been opened on the estate of that gentleman with great success. Much good would arise, I am convinced, were Missionaries to establish them generally; and since the period referred to, many desires have arisen in my mind for some opportunity of personally trying their effect in such circumstances.

In the county of Kent there are other schools and among them I remember three large ones, at Tonbridge Wells, Ramsgate, and Margate.

Since the preceding paragraph was written, I find my wishes have in part been realized. In a letter from the Rev. Michael Lewis, dated Berbice, British Guiana, October 22, 1831, he says; "I have established an Infant School, for two days of the week, which is getting into excellent order: it is much

spoken of, and with various sorts and degrees of feeling. The average attendance of children is about eighty. Would my other duties allow me to hold it oftener, I doubt not we could render it an exceedingly interesting school. The pictorial manner of teaching is admirably adapted to arrest the attention of negroes : I sometimes introduce it among the adult classes with considerable effect."

The following extracts from a communication from the Rev. Dr. Philip, dated Cape Town, July 29th, 1831, are also in the highest degree interesting and animating :—

" On my return to the colony, early in October 1829, being unable to procure a suitable school-room, Miss Lyndall began her operations with a few children in the Mission Chapel. By the end of the year the number of pupils had increased to sixty. Knowing that the best method of securing for the system the countenance of the public was to exhibit it in its effects, the doors were thrown open, respectable individuals invited to visit the school, and a committee appointed, consisting of the Hon. Justice Burton, Rev. George Hough, Colonial Chaplain, Dr. Adamson, J. E. Tredgold, H. E. Rutherford, H. Ross, J. Nisbet, Esqrs., and myself, whose object was to extend its blessings as widely as possible. In February the number of pupils had increased to ninety, and, under the superintendence of Miss Lyndall, the general aspect of the school was equal to any thing of the kind I had ever witnessed in England. About this time a vessel in Table Bay, for the Swan River, with emigrants, arrived. Among them were two brothers, of the name of Buchanan, sons of Mr. Bu-

chanan, Master of the Westminster Infant School, who, being discouraged by the report they heard of the state of the New Settlement, called at my house, and offered to remain at the Cape, provided the Infant School Committee would engage their services. Their terms were agreed to, and the committee immediately made arrangements for the establishment of an additional school. The number of children in both schools may amount to about 230, and nothing but the want of funds and of suitable teachers prevent us from extending the benefits of the system to five times that number.

“ At Graham's Town, the chief town in the new English settlement of Albany, the system has been introduced by Mrs. Atkinson, and is now carried on with much success by the younger Buchanan.

“ In 1829, a part of Caffreland, from which the Caffres were expelled, was given by Government to the Hottentots, at the recommendation of Captain Stockeultsom, the commissioner-general on the frontiers, who takes a warm interest in the prosperity of this rising colony, and under whose auspices, should he remain in his present situation, it may be expected to meet with all the aid he can render it. About 144 families, from Bethelsdorp and Theopolis, were its first settlers. They have since been joined by others from the missionary institutions, and by, perhaps, a still greater number of the same people, who, by the liberties lately conferred upon them, have it in their power to join a society so new to the Hottentots. At the unanimous request of the people, Mr. Read was sent amongst them as their missionary; and his daughter, who had acquired a know-

ledge of the system, has introduced it into this interesting Settlement. This district is immediately on the borders of what is still the Caffre country; the scenery is mountainous and picturesque in a high degree; it is watered by beautiful streams flowing from the mountains, and the population is divided into twenty-four locations, generally about four or five miles from each other. I shall not be satisfied till, instead of the two Infant Schools now among them, we have one at each of the locations. For this purpose we must have assistance from our Bible, Tract, and British and Foreign School Societies, and from the friends of Infant Schools at home. On an average, I presume, we may have fifty children at each of the twenty-four locations under instruction; and could we only get the schools extended in this manner, and raised to that perfection of which they are capable, we may soon raise up so many native teachers as will enable us to diffuse the system through much of the country by their means; a desideratum necessary to the completion of our plans.

“There is no community upon earth in which the Infant School system is not of the highest importance; but in our attempts to raise savage and barbarous tribes, it is a discovery of inconceivable value. When properly managed, it has in it a power which will raise up the first generation brought up under its influence above the third or fourth generations of those educated under different systems. At the Infant Schools, the children of the barbarous tribes start with the advantages of those of civilized men, and instead of being retarded in their progress by the ignorance and imbecility of a people only rising above the

savage state, they rise up to cultivate and humanise their parents, and become the elements of a society that will soon be able to supply their own wants, advocate their own rights, and diffuse the blessings of civilization among the tribes in the interior of Africa; and I have reason to believe that our labours may be attended with surprising success. Some of the great difficulties of introducing education among barbarous nations is the indifference of the parents to instruction, and the aversion of the children to its restraints. By the Infant School system these difficulties are completely removed. There is something in it so novel, so striking, and so amusing to a barbarous people, and so interesting to their children, that, generally speaking, in establishing such schools among them, we should find no difficulty in securing the approbation of the one, and the attendance of the other. On my late journey over Caffreland, I had several opportunities of having my mind confirmed in this opinion. Resting one day, while our oxen were feeding, I remarked a number of children around our waggon, humming a tune, to which they were beating time. Their appearance instantly suggested to me the idea of an Infant School. I communicated my idea to Mr. Read, who had acquired some knowledge of the system. We instantly arranged them, to the number of perhaps fifty, to make the experiment. In the midst of Caffreland, among some of the most beautiful scenery in the world, I observed the readiness and enthusiasm with which the children entered into the spirit of the system, and heard them pronounce the English words which they had never before heard, with all the propriety that might

have been expected in an English school, and saw the eagerness with which the parents partook of the delight of the children. I could scarcely believe my own eyes and ears, and could not help reflecting what a mighty influence these schools might have in raising that interesting people had we only the necessary agents and apparatus.

“ Mrs. Edwards is gone to introduce the system among the Bechuannas, while Mr. and Mrs. Atkinson, who have just sailed from hence for Madagascar, in company with Mr. Freeman, intend beginning a school in that interesting island, perhaps the most important field for such exertions in the whole world.

“ In 1830, some friends, who visited us on their way to India, were so much struck with our schools, that two of the ladies, Mrs. Capt. Law and Mrs. Chelow, acquired a knowledge of the system, intending to introduce it in Madras. We furnished them with a set of lessons and frames, to enable them to carry their benevolent project into effect.”

To resume my narrative, and go back several years from the date of this document, my next journey was to Brighton, where I took up my abode with a lady—a member of the Society of Friends,—at the expense of two gentlemen interested in the object I was anxious to promote. After the usual preliminaries, the authorities lent us a large room connected with the poor-house, until a suitable building could be erected. And although the children had to go a considerable distance, we soon obtained as many as could be accommodated.

My kind hostess acted as almoner for some of the distinguished inmates of the Pavilion and other per-

sons of rank, and one day she said : " Friend Wilderspin, if thou likest to get a copy of thy book handsomely bound, a person of distinction will give it to the king." Accordingly, I had one prepared, and enjoyed the high gratification of hearing that it was most graciously received. His late Majesty was subsequently apprized that an Infant School was opened in Brighton, and was pleased to express a wish that the children should be taken into the Pavilion ; but the time for doing so was not appointed. As, however, I had remained a much longer time than I contemplated, and the Institution in London was suffering from my absence, it was agreed that I should leave the town, and return as soon as my presence was desired.

After some time had elapsed, I received a letter, urging my immediate attendance in order to superintend the introduction of these infants to the king, and I proceeded to Brighton without the least delay. But, to my indescribable regret, I discovered that the letter had, by some means, been delayed a day, and that I had arrived, most unfortunately, on the very evening of the one on which the exhibition was appointed to take place. It appeared, however, that some of the nobility went from the Pavilion to the School, witnessed what they could from the exertions of the master who had just been initiated into the system, and were so far satisfied by the result, that his Majesty, from their report, most munificently promised to clothe the children annually, and this was done to the time of his death. After this, the number of schools greatly increased ; some persons, who had avowed themselves hostile, came for-

ward to our help; and others, who had hitherto stood aloof from various causes, advanced to our aid. A large school was opened at Brighton, which I hear gives great satisfaction. Another has since been established.

The town of Lewes caught the contagion. Worthing followed the example of Lewes, and has also a very good school.

The Vicar of Walthamstow had, as yet, remained indifferent: repeatedly asked by his brother to visit our school, he had as frequently refused; but, at length, on inspecting it, his objections were removed, and of the practicability and efficiency of the system he became fully convinced. This he communicated to me, and asked whether I could take a survey of his parish, to ascertain if it could be adopted; his own mind doubting, as the houses were widely scattered, if a sufficient number of children could be collected. Acceding to his request, I assured him the object he desired was quite practicable, that a barn belonging to him could be appropriated to the purpose, and that our efforts might speedily commence.

I subsequently laboured for five weeks at Walthamstow, with one of my daughters, in conjunction with the master, who had been sent to our school to obtain all the information he could from me during the interval. At the end of three weeks, visitors were admitted; and almost every day of the remaining fortnight we had from twenty to fifty persons. It should be stated, to the honour of the vicar, that he spared no expense to render the Institution complete; and, that the master might possess every advantage, a gentleman, well acquainted with the system, spent there five

or six weeks. The results of these exertions were highly gratifying to the reverend gentleman, and he lost no opportunity of inviting me to his house, when our conversation turned invariably on the treatment of the young. At the close of my stay, he told me he intended to write a work on the subject, which he has since done.

Although thus required to leave home, from time to time, to aid similar establishments, by advice and exertion, no provision was made for the extension of the system. A society was, however, formed at length, which warranted hope of better times; since its avowed design was to establish an Institution in some central part of the metropolis: to dispense instruction to the population around, to serve as a model-school, and also to become a seminary for qualifying persons to become masters and mistresses. A liberal subscription was made for this object, certainly one of the highest importance. Without any solicitation on my part, it was determined that our school should be "head-quarters;" and a circular was forthwith issued to that effect.

It is due to one who is departed, to state, that my wife, endowed with mental powers and energy of character of no ordinary kind, had most ably seconded my endeavours for the formation of the plan, and also constantly urged me to do whatever was practicable abroad, and to confide in her management at home. The burden she thus solicited was great; and that one female should be able to superintend two hundred infants for months together, with no aid except that of a daughter then a child, and, in addition to this,

to explain the system to visitors coming from morning till night may seem incredible, but all this she actually accomplished. Frequently has she been occupied from nine in the morning until five in the afternoon, without any relief or refreshment. Visitors often arrived at twelve o'clock, after a journey of ten or twenty miles, when she would cheerfully direct the children (sometimes amounting to fifty or sixty), who dined in the school, to go through their various exercises; and thus relinquish the only rest that could be enjoyed in the midst of her arduous labours. These, at length, undermined her constitution, and, aware that her end was approaching, she intimated this to her infant charge. Their replies discovered their warm affection: "We won't part with you,"—"We can't let you go,"—"We love you dearly,"—was often heard. When she told them of her exhaustion from so much talking and singing, some entreated that she would not work so hard; others promised to nurse her; and when she was confined to her room, many brought oranges and all the little presents they could command. Indeed, in the whole course of my observation, I never met with ingratitude from children under six years of age; and how much they may be acted on by love, those to whom reference is made amply proved. Many had come to us to *wean*, and *before they could speak*, and were now our head-scholars; these, in common with others, were most kindly solicitous about their governess when she did not appear in the school as before; and as soon as they heard she was confined to her bed, the little monitors begged permission to see her.

The request was granted. On going up stairs, I heard them say, "Hush! Hush! don't make any noise;" at the desire of one of the leaders their shoes had been taken off, and we reached the room before the nurse was aware of our approach. I marked their anxious countenances as they gazed on their altered teacher, but did not speak; when she raised herself, and addressed them on her removal from this world, so simply and pathetically that all were in tears. On their return they told the rest of the little scholars that the governess was dying; and when they went out to play, they might be heard saying, *without this being urged upon them*, "Hush! Hush!"—"Think of poor governess;"—"Don't let us count out loud in swinging, but only whisper;"—and this was regularly done every day.

I still buoyed myself up with hopes of her recovery, but these she did not entertain. Almost as soon as she was confined to her room, she said, "It is now four years since you brought me to this place; some hundreds of dear little children have thus been preserved from the dangers and evils of this wretched neighbourhood, and great are the fruits we have been permitted to gather in consequence, not only in the respect and love of the infants themselves, but even in that of their parents universally; but I shall never live to labour amongst them again, nor shall I ever leave this spot till my corpse is borne to its resting-place."

The conviction thus expressed was, alas! too well founded; and, at length, she intimated her wish to take leave of all the children, many of whom had several times entreated that they might see her. Ac-

cordingly they were admitted a few at a time. I cannot detail what then transpired. But it must not be forgotten, that some of the very little ones had been omitted, as it was thought they were too young to notice anything of the kind ; yet no sooner did they hear from others that they were not to go, than they came with tears in their eyes, and broken sentences, which too powerfully expressed the desires of their hearts to allow either of misunderstanding or refusal. The kisses that were asked could not be given ; but a hand was held out, and this was not only kissed but bathed in tears as affectionate and grateful as ever trickled down human cheeks. Soon after this, "the time of her departure" arrived, and she expired in peace.

No sooner was the fact known than the children of the school exhibited the deepest sympathy and concern. They grieved, clung round me, kissed me, brought flowers, did all they could to soothe and comfort me, and had they been my own they could not have done more.

It was the express wish of the deceased, that everything obtrusive should be avoided at the funeral ; but all the children asked to be allowed to sing a hymn at the grave. As, however, this would have been too much for my own feelings, and likely to attract a great multitude of persons, I refused the request. The respect manifested by the poor neighbours exceeded all I ever saw. Almost every house in the street was shut up ; numbers of those who lived near were waiting to see the last remains of "the Infants' Friend," as they most appropriately and gratefully styled the departed, deposited in "the

dark and narrow house :” at least a thousand persons assembled ; many poor women had pieces of funeral ribbon in their caps and bonnets ; not a few of the children had black frocks and nosegays ;—in a word, nothing was omitted which could demonstrate regard for the deceased and sympathy with the survivor.

What a change had been produced ! Only four years before, we were strangers in that neighbourhood, and many of these very people had loaded us, at first, with the greatest insult and derision, and even pelted us with filth. After the lapse of a year, however, the feeling changed ; from that period we were treated with the greatest respect even by the most abandoned characters, and the sympathy and regard some manifested could not possibly be surpassed. The brief sketch I have thus given, was, I felt, due to the memory of the first Infant-School mistress ; the particulars of which I have scrupulously limited to her efforts in this character, and to their effects on her pupils and their connexions.

“ I heard a voice which sweetly said,  
Happy, thrice happy, are the dead,  
Who from their earthly labours rest—  
They slumber well, for they are blest !  
But while in dust at peace they lie,  
The holy memory cannot die,  
Of deeds of virtue and of praise,  
Which cheer'd and crown'd their mortal days,  
Those deeds can never die, though they  
To the cold grave have passed away.”

The shock produced by this bereavement together with constant and arduous labour brought on a brain-fever, which confined me for nine weeks to my room, reduced me to a skeleton, and nearly terminated my

life. My friends had even taken their farewell, and I expected every hour to prove my last; but the Supreme Disposer of all events had determined otherwise. All I had hitherto experienced, and all I had yet to endure, were designed to prepare me for other and different circumstances.

The scene of my labours had become deeply interesting;—there they were commenced, and there I had reaped my first success;—I had also planted vines and other trees in the play-ground, and they had begun to bear fruit;—my little pupils too had won my affections;—and to my kind and grateful, though humble neighbours, I felt exceedingly attached. My home had other charms: I had an infant son and three daughters, and with the eldest I could still manage the school; I said, therefore, with one of old, “It is good to be here;” and at this time nothing could have induced me to visit either Scotland or Ireland. But I knew not then that my affections were to be weaned from some of these objects, and that I was to be the instrument of opening numerous schools in the United Kingdom. Not many months after, therefore, my little son was called to follow his mother; and now I began to look on the place as a charnel-house, and to feel disposed to leave it for ever.

Other circumstances matured the feeling. The plans formed by the Society already adverted to were not carried into effect; and reasons which need not here be stated induced me to resign my situation, and to commence a new course of labour. Altogether unfettered, I was astonished at the success with which I was favoured; new friends arose, and the Infant System was widely extended.

As it will not be possible to preserve the exact order of time in the ensuing details, and as it is absolutely necessary to group together in some instances the events which occurred at different visits, it may be well to mention one or two things which have materially contributed to what has been achieved.

The proprietor of some large tape-works in Staffordshire, having visited Infant Schools in London and its neighbourhood, erected one for the children of his own work-people, and requested my attendance and assistance. I found on my arrival that much prejudice existed; he asked me if I could not address those he employed, in the hope of removing it; and though I had not been accustomed to such efforts, yet supposing that only the persons mentioned would be invited, I promised to do so. He stated that, as it was a religious object, my engagement might be fulfilled between the public services of the next sabbath. I scarcely gave it a second thought; but about an hour before the time appointed, I heard it had been publicly announced, and on reaching the chapel, it was crowded to excess; not merely with the persons I expected, but with some of the surrounding gentry. I was much agitated; but, as there was no alternative, I commenced; at length, rose above my fears, and engaged the attention of the assembly for about an hour and a half. A wish was afterwards expressed to hear another address on the same subject; with this I complied, and since then have delivered lectures and courses in various places.

Although some supposed that I should not find sufficient work for myself, yet demands increased

upon me, about seven years ago, to such an extent, that I began to think of enlisting others in the same service. Hitherto some of the children of the school had assisted me, and as their parents were very poor, I provided them with suitable clothing. So entertaining was their infantile knowledge, that they were often invited with me; in some cases they were regarded as prodigies; and not unfrequently received presents to a considerable amount. This, however, was attended by many evils, and hence, though I had kept them out for five or six months together, during which they were of great service, I relinquished the practice.

Two young men were then strongly recommended, and these I took under my care and instruction, but at least six months elapsed before they could render me any aid, although I was informed they had some knowledge of the system; thus the expense and trouble incurred were enormous. At length they began to be useful, and were sent to different towns alone. Sometimes, I preceded them to arouse attention, and where a school could be established, one of them remained to commence operations. As, however, they were often left to themselves and too much caressed, the same effects arose as I had deplored in the case of the little boys. The issue was painful: one became involved in debt, and was chargeable with many follies; the other proved but little better, and hence both were dismissed.

For a long time, I went on again single-handed; afterwards I trained my own children, but as their health began to suffer, a return to the employment of agents was absolutely necessary. The next experi-

ment succeeded, but disappointments were still my lot, as, after I had been at the cost of proper training, some engaged themselves to superintend schools for the higher classes. I have still two who, with my eldest daughter, have laboured in many places with the most gratifying results; and were my means adequate, I could easily train many for the work, and, at a comparatively small expence, diffuse the advantages of the system throughout the empire.

### CHAPTER III.

WORCESTER—DEDDINGTON—BANBURY—SUTTON—LORD CAL-  
THORPE'S ADDRESS—PUBLIC VIRTUE—HUNTINGDON—BRISTOL  
—INDIVIDUAL AND DOMESTIC BENEVOLENCE—EFFECTS OF IN-  
FANT SCHOOLS ON PARENTS—CLIFTON—ROSS—HEREFORD—  
BISHOP HOOPER—DELIGHTFUL SCHOOL AND PLAY-GROUND—  
CARE OF THE PROPERTY OF OTHERS—THE PRISON—JAILS  
INCREASE CRIME—COLEFORD—DURHAM—SUNDERLAND—  
SHIELDS—NEWCASTLE—KIDDERMINSTER—BIRMINGHAM—  
STOCKPORT—INCREASE OF TOWNS—JUVENILE DEMORALIZA-  
TION—FAILURE.

WORCESTER was visited at an early period, and a school opened, which has produced four others in that city. Finding, subsequently, that they were not so effective as they should be, or as the system fully acted up to will prove, I delivered a course of lectures in the Town Hall, kindly granted by the Mayor; and, contrary to my expectation, had very good audiences. Some members of the Literary and Philosophical Society also requested a lecture on the *Philosophy* of the System, which was accordingly delivered, and obtained the favour of a vote of thanks.

Shortly after, I went to the following places:—Deddington, in Oxfordshire, where I opened a school under the auspices of a gentleman who supports it at his own expense; Banbury, in the same county,

where only two gentlemen were found to give their aid, but who appropriated a building 130 feet by 20, with a dwelling-house and a fine orchard, at their own cost, to the purpose; and Sutton, in Bedfordshire, where also a school was established. Among the first patrons of such efforts was Lord Calthorpe, who had warmly expressed himself at a public meeting in their behalf.

"It was of the very last importance, his Lordship remarked, that those he addressed should rescue the rising generation from the vice and depravity by which they were surrounded. He thought the present system totally in accordance with the dictates of nature. He remembered a passage in Paley, in speaking of children, which always struck him as containing great force and beauty, and was the more pleasing, as it gave the reader a strong idea of the mind of the man who wrote it. He says, 'There is always some peculiarly bright spot on the surface of nature which appeals to every mind, and seems to carry a strong conviction with it of the superintendence of Divine Providence; but to my mind nothing so fully conveys the benevolence of the Deity as the pleasures which little children enjoy.' He goes on to say, 'that grown-up persons do, to a certain degree, provide their own gratification and amusements, but the amusements of an innocent, healthy child are provided by other hands. I never saw a young healthy child at its sports without perceiving a new evidence of the finger of God, and a new proof of his love, benevolence, and protection.'

"Adverting to the objection made against this plan, he would ask, whether in the lower classes of

society it was desirable that children should be always with their parents? He did not deny that, generally speaking, in society such an intercourse operated as a sort of mutual check and correction on both; but he could not help considering it a little romantic and poetical to expect, that the intercourse between an infant child and an angry and irritated parent could produce such an effect. Was it not rather true, that in the case of the labouring classes of society, there was often to be found such a monstrous inversion of nature, that from the lips which at first lavished the never-ceasing caresses of maternal fondness, the child, at moments of irritation, and perhaps of disappointment, often heard language which ought never to meet its ear, and learned that of which it ought to have remained for ever ignorant? This Institution provided a remedy against that evil, and held forth benefits at which humanity ought to exult.

“There was another point upon which he entertained sanguine hopes of benefit from this system of education. If any thing had been proved by the attempts already made to educate poor children, it was this—that their parents, who appeared inaccessible to all instruction, and who refused all instruction when offered to them by others, or when attempted to be influenced by hope or fear, have, by that instinctive parental fondness to be found in all, listened to sacred truths when repeated from the lips of their offspring; thus accomplishing that, which was thought impossible, by the lips of babes and sucklings. In a nation like this such an Institution had peculiar claims on their support. They had tried to provide a remedy for every evil; their hospitals shel-

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tered the aged and distressed ; and it behoved them to provide also to rescue young and unprotected children from the blasting contagion of vice and infamy."

Under this conviction, his Lordship not only handsomely contributed to a plan intended to be general ; but erected a delightful little school for the village children in the neighbourhood of his seat at Hamp-ton, near Bury St. Edmunds, which I was requested to open. It would be a grateful task to describe the order, morality, and piety which I witnessed during my stay in that mansion ; but I am compelled to abstain. Would that such a scene were presented by the residence of every nobleman and gentleman throughout the land !

" For when was public virtue to be found,  
Where private was not ? Can he love the whole,  
Who loves no part ? — He be a nation's friend,  
Who is in truth the friend of no man there ?  
Can he be strenuous in his country's cause,  
Who slights the charities, for whose dear sake  
That country, if at all, must be beloved ?"

The village-school, thus generously established, caused the erection of a large one at Bury, which still prospers.

A lady of distinction in the neighbourhood of Huntingdon (Lady Olivia Sparrow), had visited the first Infant School, and, gratified by its results, determined on erecting a school ; and it was opened to her satisfaction by one of my pupils.

At Bristol, the system has made great progress. The second work published on the subject was by Dr. Pole of that city.

#### 34 INDIVIDUAL AND DOMESTIC BENEVOLENCE.

It had, at an early period, an Infant School, the master of which published on the subject. The second was opened by an intimate friend and pupil of mine, assisted by one of my agents. The latter was built at the expense of John Hare, Esq. and was generously presented to the parish, but, unhappily, he met with a return by no means deserving imitation. The testimonials of persons of great distinction, recorded in the Visitor's Book, proved the school to have been, at first, the best in that city; and it would yield me great pleasure to speak as well of it now, after being surreptitiously placed in other hands and brought under different management. The gentleman before mentioned, however, to whom and to whose family the public are greatly indebted for the spread of the Infant System, afterwards took the lead in reference to another large school; besides which there are two or three more, so that in Bristol, about 1000 infants are under mental and moral discipline.

To illustrate the effect produced on the minds of parents by the conduct of their offspring, I will relate an interesting circumstance. The children are taught at school to say after the Lord's prayer:—"Pray God bless dear father and mother, brothers and sisters, and bless me and make me a good child. Amen." A man in the habit of returning home intoxicated, was on such occasions exceedingly profane, and often beat his wife and children. One night, after they had all retired to the same room to bed, the husband quarrelled with his wife, and, it is believed, struck her. In the midst of the tumult, a little boy, four years of

age, got up, and going to the side of the bed, said: "Pray, fader, don't beat poor mudder;" but the only reply being: "Get away, you scoundrel, or else I will beat you," the little suppliant returned to his bed. Finding, however, that his mother continued to cry, he again rose, and kneeling down by his own bed, repeated the Lord's prayer, and then added: "Pray God bess dear fader and mudder, and make fader a good fader. Amen." This simple, yet striking petition, reached the heart of the drunkard;—his violence instantly ceased;—for very shame he covered his face with the bed-clothes;—nor could he efface the impression from his mind. In the morning it remained;—it was deepened by subsequent reflection, and he became from that time an altered and religious man. This affecting narrative was related by himself, and his wife has often declared, that since then, no woman in Bristol has been more happy than she.

It may be well to advert here to similar effects in other places, in order to prevent repetition and to shew that this case is not singular.

Among the Scripture texts placed round the school is this, "He that speaketh lies shall perish;" and as a father was one evening nursing his child, who was about four years of age, the little one said, "Dere's a criptur tex in our cool, and it says he that peaketh lies shall perish." The father added, "I believe there is;" when the child rejoined, "I hope you won't perish father." Surprised at this, the father said, "I hope not; but why should you think I shall?" The child answered, "Because you tell tories!" On explanation he found that he had pro-

mised his child a halfpenny, which from forgetfulness it had not received, and affected by the simple reproof, he narrated the circumstance to the teacher.

A woman was in the habit of fetching loose sticks from the hedges, and she sometimes did this on the Sunday morning. Her little girl, about five years old, told her, on one occasion, that by so doing she broke *two* commandments, and that she could tell her which; "they are (she continued), 'Remember to keep holy the Sabbath day, and thou shalt not steal;' and these you break, for you take sticks which are not yours, and you do this on the Sabbath day." So powerful was the appeal, that the mother thenceforward discontinued the practice.

One severe day last winter, a woman, infamous on account of drunkenness and general depravity, came, in deep distress, to an Infant teacher, and related the following particulars:—"Not having any thing for my children's breakfast this morning, their fretfulness, through hunger, so affected me that I could not refrain from tears. My little girl, five years of age, who comes to your school, and the little boy, three years of age, looking up, said, 'Do not cry mother, let us pray to Almighty God, for master says, he will hear us when we pray to him.' To this, I pettishly answered, 'Do not trouble me about praying, I want to get something for you to eat, and praying won't fill your bellies.' To their often repeated entreaties of 'Do let us pray to God, mother, perhaps he will send us something,' and similar expressions, I *could not* any longer refuse; when the two little ones, kneeling down, the girl repeated the prayers used in the school. I stood by weeping; my eldest girl

laughed, for which she was reproved by the two little ones when they had finished, who told her, that God was angry with those who mocked him. "My heart," continued the poor woman, "was so full, that I could not remain with them, and I went into a neighbour's house, to whom I related what had just taken place, when she immediately took from her cupboard half a loaf, and gave me. No sooner had I reached home with it, than I was greeted with 'There, there, see God has heard us! Master said he would.' " From the woman's appearance of contrition when relating this, I have hopes, says the teacher, that the impression made upon her by this affecting scene, will not be easily effaced; and, by the blessing of God, may become a living confirmation of the Psalmist's words, that "out of the mouths of babes and sucklings he hath perfected praise."

Another teacher states the following pleasing fact:—"One evening, after having finished my daily work, I went out for a walk, when I was met by one of the children's parents, who said she was very glad to see me, as she particularly desired to ask of me a favour, and to have a little conversation with me. I, therefore, promised that I would take the first opportunity of calling at her house. This occurred a few days after, when I found her, with all her family about her, excepting one child, who had been confined to her bed between two and three years, with abscesses. The poor woman appeared much gratified at seeing me, but said she was quite ashamed, even then, to make her request. After some encouragement she commenced as follows:—"Since my children have been at your school, they have asked

me so many questions from the Bible, that I have not been able to answer them, and they have been much disappointed. Now, Sir, what I want to beg of you, is, that you, or Mrs. ———, *would teach me to read; I would not mind coming to you two or three times a week, so that I could LEARN TO READ MY BIBLE*; I do know all my letters, and there is no one but you that I should like to ask.' Delighted with such a circumstance, I readily undertook the work; and although she has a family of six children, and one confined to her bed, she attends regularly with every prospect of success."

One more instance shall conclude these illustrations. "A short time ago," says Mr. Bartley of Manchester, "I called to see a person who had three children in the school, and had not sent their pence regularly. The mother said, 'My husband has a comfortable income, and could maintain his family in credit, but he is so addicted to drink, that we must starve if I did not go out to work. I should be grieved if they must leave the school, as I consider it a great blessing for the poor. I am unable to read, and it affords me great pleasure that the eldest boy who comes to your school can read the Scriptures for me. A few weeks ago my husband came home very late and intoxicated; the language he uttered was shocking, and he asserted there was no hell. The children, I thought, were fast asleep, but the eldest child said, 'Father, don't say so; remember the pretty hymn we are taught at school.' 'My husband went to the bed-side and said, 'What is it?' The child rejoined,—

' There is a dreadful hell,  
And everlasting pains ;  
Where sinners must with devils dwell  
In darkness, fire, and chains.'

' I cannot describe my feelings,' said the mother, ' on hearing this. He is a good boy at home, which gives me great comfort.' I said, ' Do you think your husband would bear to be spoken to if I called when he was in ?' ' I think he would,' she said ; and I departed, promising to call some opportunity. When I called again I saw him, and asked him how he liked the instructions given at the school ; he said, ' Very well.' At length I put it to him whether he attended a place of worship. He said, ' I have not for some time, but feel determined to leave the course of life I am now pursuing ; I see it will not do.' ' Then let me persuade you,' said I, ' to go somewhere on the Sabbath day, as I am persuaded it will be the wisest step you can take. I will call upon you if you will go with me.' ' At present,' he said, ' I have no suitable clothes, but if I keep from drink, I can soon procure them ; so if you will call in a month I will go.' I conversed some time with him on various important truths, to which he paid great attention. The succeeding morning I sent for his wife, to ask her how he had taken the advice I endeavoured to give him. She said he took it well ; and before he went to bed, *kneeled down to pray*, a duty he had not performed for two years."

The results of infant instruction at Bristol aroused attention at Clifton, where some friends of the poor erected a school-room, and requested me to make a beginning. Finding they had engaged two *females*,

I suggested to the committee that I always gave the preference to a man and woman, but the reasons stated appear to have been insufficient to induce an alteration in their plans. The public exhibition was honoured by the attendance of the bishop of the diocese, and many other persons of distinction, who expressed themselves much pleased with the result.

A lady at Ross greatly interested herself in our plans, and was the means of giving a school to that town, notwithstanding obstacles which would have proved insuperable to many. I observed two trees growing in the church which contains the remains of "the Man of Ross," Mr. John Kyrle, who was sheriff for the county in 1683, and who, with an income not exceeding £500. per annum, became celebrated for his benevolence. The school here was the first publicly examined after a training of *five* weeks.

While thus engaged, a letter arrived from a lady at Hereford, desiring an interview. She mentioned her acquaintance with what had been done at Ross, expressed her interest in such Institutions, and avowed her conviction of their adaptation to extensive usefulness. I paid her a visit, and found she was a descendant of the venerable John Hooper, Bishop of Worcester. He was summoned before Bonner; and on declaring that he was firmer than ever in the Protestant faith, he was degraded and styled, "an open, obstinate, and incorrigible heretic." On the 9th of February, 1555, this learned and pious prelate was cruelly martyred, like Polycarp, Bishop of Smyrna, to whom he has been justly compared. His relative has in her drawing-room, a fragment of the stake in a glass case, with an inscription in gold, stating the fact.

Anxious to carry forward her plans, she waited on some of her friends, hoping for their aid, but without success. She determined, therefore, to make an effort alone, and learning from me what kind of premises would do, begged I would accompany her to inspect some which were then on sale. They had been erected for an inn and assembly rooms, to which extensive tea-gardens were attached. There were two rooms, one above the other, either of which was well adapted to the purpose; but the lower one appeared more eligible. The garden was tastefully laid out; peach-trees, apricots, nectarines, and other choice fruits were growing on the walls; a mound in the centre was covered with strawberry plants; and a number of full grown standard trees, cherries, pears, apples, &c. stood at equal distances. For the whole, £1400 was asked; and the purchase was most generously made. The lady had thought only of the adaptation of one room, and suggested that the trees should be cut down. To this I objected, urging their importance for many purposes, and my ruminations on this delightful spot issued in the conclusions stated as to the necessity, desirableness, and usefulness of a *play-ground*, in a former work. A school was forthwith opened. Each class had a tree; and at the word of command the children joined hands, formed circles, and ran or danced merrily round. There was also, from this possession of fruit and flowers, an important effect: knowledge was increased by their names and qualities being pointed out; and there was, moreover, a valuable training of moral feeling. So completely was the distinction made between the *meum* and *tuum* that not a single leaf was injured, nor

did any child venture to take a cherry or a peach, even when it had fallen from the tree.

The example set by Miss Hooper had considerable effect; and several ladies united with her in providing pinafores and bonnets for the children. As too, many came in the morning and did not return till evening, on account of the distance, a number of baskets was obtained for their dinners, each one being marked with a child's initials. The boards at the back of the seats were made to let down and form a table, the little seats were then pulled out, and the dinners brought forth, when one of the children "said grace."

After the lapse of five weeks, an examination took place, in the presence of many persons of high respectability. Among them was a clergyman who had been unfriendly to the effort; but the effect produced on his mind may be gathered from the following memorandum he made at the close in the visitor's book: "Astonished and delighted! and, as the best proof of my satisfaction, I beg to subscribe twenty guineas."

One circumstance not yet mentioned suggested various reflections: the Infant School is opposite the New County Jail, which is enclosed with a high brick wall, having a handsome rusticated gateway, with Tuscan pillars. The prison itself is spacious; it has a house of correction, workshop, inspection room, infirmary, chapel, debtors' rooms, &c., together with four courts, having gardens in them. One day, I told the keeper we were going to set up an opposition to him, when he replied: "I am very glad of it, for I have a great deal more trouble with the young than the old ones."

Such a testimony has been given by others. But the most painful fact is that the prison, so far from preventing or counteracting vice, actually increases crime:—"The jailer of the Borough Compter, told me (says Mr. Buxton) that in an experience of nine years, he had never known an instance of reformation; he thought the prisoners grew worse; and he was sure, if you took the first boy you met with in the streets, and placed him in his prison, *by the end of a month* he would be as bad as the rest, and up to all the roguery of London. Half his present prisoners have been there before; and, upon an average, he thinks, if one hundred are let out, he shall soon have from twenty to thirty back again, besides those who go to other jails."

The jailer at St. Albans, on being asked if his prisoners were generally reformed or corrupted by their imprisonment, answered, "that he has known a great many, who came in comparatively innocent, go out quite depraved; but *never one*, who, coming in wicked, went out better." The jailer at Guildford, who had been there forty-five years, concurred entirely with his brother at St. Albans, as to the effects on the moral character of the captives. As an instance, he mentioned that two boys were committed for poaching; they appeared, at first, quite strangers to crime, and kept themselves at a distance from the other prisoners. Their reserve, however, soon left them; they listened with eagerness to the adventures and escapes of their associates; they determined to go to London, and the day after their term of imprisonment was expired, they called at the jail to receive the promised letters of introduction from the thieves.

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in prison to their companions and receivers in town. Would that such facts excited the attention they demand! "To prevent is always better than to cure;" but never can it be deemed so important as when, to employ another adage "the remedy is worse than the disease." And then, be it remembered, that

——— Every death-doom'd man,  
Who in his youth has not been taught,  
That wisdom's ways are ways of pleasantness,  
And all her paths are peace, *unjustly dies!*

Among the visitors to the school at Hereford were some parties from Coleford, who wished to know the best way of interesting others, when two gentlemen of that city agreed to purchase twenty copies of my book, and to circulate them in the neighbourhood. Some time afterwards, I was invited to give oral explanations, and this being deemed satisfactory, a school was opened.

A wish was now expressed that I would visit a town not far distant, and being desirous of paying all proper respect to existing authorities, I called, in company with a friend, on one of them. Our reception was not *very* courteous. On stating our object there was much perturbation, his eyes flashed, and in a tone sufficiently emphatic, the conversation was thus closed, "O no! we don't want you—we want no assistance—we have got an excellent *Infant School* already!"

Anxious to observe what had been done in such circumstances, we went in quest of the *admirable and efficient* Institution, but the spectacle we witnessed would not be easily guessed;—we found an *old woman with three children in a barn, without a single lesson of any kind!* We afterwards visited the

National School, which, to our great pleasure, was in good order.

Many obstacles to effort appeared, but these were overcome, and a school, which I trust will prove efficient, put in action.

Soon after I proceeded to Durham, where a Committee was formed of Churchmen and Dissenters, and who were so well satisfied with a school opened by myself, an agent, and a little boy, that two other rooms were soon fitted up in opposite parts of the city. One of the Prebendaries most liberally engaged to support one school; and the other two were left to the Committee. A public examination of each of them took place, and the Committee very kindly sent me a vote of thanks, signed by the mayor, and accompanied by a handsome present.

I also visited Sunderland, distributed circulars, and diffused what information I could, but none were disposed to take up the subject; and though I had introductions to North and South Shields, application there was attended by the same disappointment. I proceeded from thence to London by sea.

Since the time now referred to, the Orphan House at Newcastle, where John Wesley used to preach, has been turned into an Infant School, and this has originated two others. Sunderland, and North and South Shields have also a School each.

From London I went to Kidderminster, where I opened a School which is very efficient. The master of it has devoted much of his time to Entomology among other things, and has formed a collection of insects with great diligence and taste. On these he often converses with the children, who listen to him with

the greatest delight. Their knowledge of the genera, species, &c. is very considerable; and I particularly observed the accuracy with which the names were pronounced. I spent some hours observing their progress with much pleasure, and was put to the blush by their attainments in this interesting science.

Birmingham was then visited, where two large schools have been established for the children of the poor and two for the higher classes. For these, assuredly, much ought yet to be done. The efforts now making in behalf of the humble ranks should excite to proportionate exertions for those of superior grade. A part of the Infant System has been already appropriated to their service with good effect, and so soon as my engagements will permit, I intend to publish a manual, by the observance of which much more may be accomplished.

Stockport next engaged my attention. On reaching a town like this, or the one I had just left, its great extent and teeming population must painfully affect the mind. Wordsworth has finely said, as he traced the increase at the command of "social industry,"

" Here a huge town continuous and compact,  
Hiding the face of earth for leagues—and there,  
Where not a habitation stood before,  
Abodes of men irregularly massed  
Like trees in forests—spread through various tracts,  
O'er which the smoke of unremitting fires  
Hangs permanent and plentiful as wreaths  
Of vapour glittering in the morning sun:  
And, wheresoe'er the traveller turns his steps,  
He sees the barren wilderness erased,  
Or disappearing; triumph that proclaims

How much the mild directress of the plough  
Owes to alliance with these new-born arts!"

Other reflections, however, crowd upon us. The state of the population in manufacturing districts, is far worse than that of those who are differently situated. The children of Stockport, for example, are exceedingly degraded. Personal conflicts are of constant occurrence; these too partake of unusual barbarity. "*Purring*," or kicking when down, is very frequent; and I have more than once seen a child, when he has got another on the ground; or on the stones, strike his head against them with the utmost violence. The necessity for moral training is therefore apparent, and it is further obvious, in the very early age at which children are sent out to work. Parents, unhappily, are generally but little inclined to afford them such advantages, and hence there is a great preventive of good and a fearful drawback on what is accomplished.

I did what I could in this town; but few were disposed to render any assistance. The Committee of the large Sunday School, however, offered a room in their establishment to commence, and exertion was made for two years, but then, I regret to say, it was discontinued. It appears that the Committee of the Sunday School looked for the aid of the public, while the public expected the object to be supported by the Committee, thus, its only props giving way, its fall was inevitable.

## CHAPTER IV.

MANCHESTER—CHILDREN OF MANUFACTORIES—INFANT CRIMES—  
—APPALLING EVILS—RIOTERS—ZEALOUS EXERTION—SAL-  
FORD SCHOOL—INFANT SYMPATHY—INCIDENTAL TEACHING—  
—THE INFANT TEACHERS—SINGULAR INSTANCE OF EARLY  
AFFECTION—JUVENILE INTEGRITY—POWER OF IMITATION—  
PHYSICAL DEFECTS FATAL TO INSTRUCTORS—DR. JARROLD—  
LIVERPOOL—STIAL—THE BISHOP OF CHESTER—HIS LORDSHIP'S  
TESTIMONIAL—POWER OF CONSCIENCE—HAPPY EFFECT—  
BOLTON—IRELAND—PARTY SPIRIT—CATHOLIC OPPONENT—  
DESIRE FOR INSTRUCTION—INFLUENCE OF THE PRIESTS—  
IMPOLICY OF DIRECT ASSAULT—CATHOLICS IN GENERAL  
FRIENDLY TO THE INFANT SYSTEM—IRISH CHARACTER—  
EDGEWORTH-TOWN—ILLNESS—THE STORM—RETURN TO  
MANCHESTER.

ALLUSION has just been made to the impression produced by a visit to a large manufacturing town, but those I entertained at Stockport were deepened by a stay of several months in Manchester. The incessant employment of children awakens in my bosom the most painful sensations. I feel that "he is a slave to whom release comes not, and cannot come."

The boy, where'er he turns,  
Is still a prisoner; when the wind is up  
Among the clouds and in the ancient woods;  
Or when the sun is shining in the east,  
Quiet and calm. Behold him—in the school

Of his attainments? No; but with the air  
Fanning his temples under heaven's blue arch :  
His raiment, whiten'd o'er with cotton flakes,  
Or locks of wool, announces whence he comes.

All who have visited such towns must acknowledge  
the equally graphic fidelity of the following description :

Creeping his gait and cowering—his lip pale—  
His respiration quick and audible ;  
And scarcely could you fancy that a gleam  
From out those languid eyes could break, or blush  
Mantle upon his cheek.

And, until familiar with the sight, they will be dis-  
posed to ask,

—— Is this the form,  
Is that the countenance, and such the port  
Of no mean being?

Most heartily do I wish, if such circumstances *must*  
continue, they may have every possible amelioration !  
Some effort is now making with this view ; I trust it  
will not cease until the end is gained.

Juvenile delinquency is appalling in Manchester, as  
it is in all the great towns I have visited. I have  
watched *little* children, waiting most eagerly for an  
opportunity to enter shops, in order to take what they  
could. Once I observed a child watching at a window  
to 'give a signal, should it be necessary, and another  
bring out a large plum-cake, which was immediately  
given to the former. On detecting them in the fact,  
the one who stole it said, "*I have not got it,*" the  
receiver said, "*I did not take it ;*" and two others,  
who were waiting opposite to divide the spoil, hastily  
ran off. Frequently have I witnessed such acts, and  
secured the offender ; but the early age of the culprit  
has invariably pleaded in his behalf, and shielded him

from prosecution. Nor is this all. I have observed *little* boys choose their girls (each of whom speaks of his favourite as "*his woman*"), and with *them* all plunder is shared. I have myself been followed and accosted by *little* girls, who, on my inquiring what they wanted, have asked for "*a dram*;" nor do I hesitate to affirm that in many of the large towns, both of England and Scotland (particularly London, Liverpool, Bath, Manchester, and Glasgow), men of apparent respectability are often beset by girls, about *eight years* of age, some dressed gaily and others in rags, who support themselves and their parents by *prostitution*! There are many houses in which such mere children, and these only are supported; and Mr. Buxton says, that he and Mr. Samuel Hoare were shewn a number of buildings into which only children of both sexes were allowed to enter, and in which, to use his own words, "If you could obtain admission, which you cannot, you would see scenes of the most flagrant, the most public, and the most shocking debauchery." Indeed, the amount of iniquity still existing is tremendous; and but for the forbearance of God, England must, long ere this, have shared the fate of the old world, or of Sodom!

The time of my visit to Manchester was that of "the panic." Many big boys went about alarming the dealers in provision by demanding food; and the tumult was increased by a number of vagabonds just discharged from the New Bailey, who committed several robberies. The military were called out and paraded the town for more than a week, which appeared to me not only unnecessary but injurious, as tending to keep up an unwarranted excitement.

I had full opportunity of observing these plunderers, as well as those who were mechanics, and really in distress. The latter merely asked alms; and, to prevent apprehension, they stood off the pavement and in the road, but the former were vociferous, violent, and at the same time cowardly, as the following incident will prove. I was walking with a lady down an obscure street, when eleven of them sallied out of a shop, three or four having aprons full of bread, bacon, &c. Immediately we were surrounded, and one who acted as spokesman said, they were in great distress and wanted money. I promptly resisted the demand, when the reply was, "*I must have some;*" but as my friend presented her reticule, which he was about to take, I drew her hand back, and happening to have a good stick, placed myself against the wall and threatened an attack if they persisted. The effect was electric;—with a volley of abuse they slunk away.

To the credit of some of the manufacturers and other benevolent persons, great exertion was made to secure the advantages of the Infant System. Six schools were opened, and provision made for nearly a thousand children. And as I am anxious to give in the course of the volume some evidence, altogether unbiassed, as to the operation of the plans adopted, I now avail myself of an article written by Mr. Archibald Prentice, for the Manchester Times, and since incorporated by him, with other statements, in a pamphlet on the subject in general.

"In going along King Street, Salford, a few days ago, our attention was drawn to a neat brick building by the sounds of infantine merriment which proceeded

from a yard in its rear. It was the 'Salford Infants' School,' and we were glad to have an opportunity of visiting it at a time when the children were at play. We found the master with half a dozen fine little fellows about him, whom he was qualifying to act as monitors; in another apartment, a numerous squad of mere infants were learning their A B C under the care of the mistress; and in the yard were some forty or fifty as joyous little wights as ever we saw, pursuing their sports with unwearied vivacity, and every now and then making the court ring with their shouts and their laughter. We are strenuous advocates for the establishment of schools for infants; but we hate to see little children set to tasks above their years, and forced to sacrifice the enjoyments of childhood for some attainment which may ultimately be useful, but which may not be of such utility as to be bought at such a price. We hate to see a child of five foretasting the cares of the man of fifty; and if the mere power of combining syllables be the acquisition for which it is to be deprived of its pleasures, we would almost have it forego the future probable good, rather than endure the present positive evil. The world has enough of care, aye, and misery in ample abundance, without making the incipient man bend under cold restraint and tiresome study, when all his opening faculties are so many sources of pleasure.

"With these notions, yet believing that even in its mother's arms, the child may be tutored—that its unruly passions may be repressed, and its kindly affections cultivated,—the sight of children **HEARTILY AT PLAY** while they were **AT SCHOOL**, was one of the most gratifying that could have been presented to us.

The noisy multitude in the yard soon received the accession of the Abecedarian class, and Misrule seemed the lord of the ascendant,—but only *seemed*; for amidst all the bustle of a century of little ones, each overflowing with animal spirits, we saw no traces of angry feeling, and nothing but joyous faces. On a sudden the bell rung, and instantly the whole infant population rushed into the school, and took their seats in the gallery;—not with the slavish look of those who are tutored into discipline by fear, but with that hilarity of countenance which bespoke an expectancy that in the information and instruction of their teacher, they would find something as delightful as the play they had so promptly left. When they had arranged themselves in what is called the gallery (which is, simply, seats at one end of the large room, rising from the floor as they recede), and when silence was commanded, one little girl was found crying. Here was an opportunity for the exercise of the gentle discipline of the system, which draws from the sports and the disagreements of the children, the most impressive of its teachings. Half a dozen little informants put Mr. MERRY in possession of the fact that the little sobbing girl had been knocked over by another bigger than herself; but all of them were also ready to volunteer the expression of their belief, that it was purely accidental. The teacher then addressed the weeping child, which, on being told that crying for an accident that had not hurt her would shew a wicked and revengeful spirit, instantly dried up its tears. The children then sung very sweetly, a few verses inculcating tenderness for the domestic animals; and then another opportunity of incidental

teaching offered itself. A boy, with a manner that showed more a desire to have the offender set right, than to have her punished, named a little girl who had been playing at shuttlecock on the Sunday. The accused covered her face with her hands, and burst into tears. The teacher gently reminded her that the Sabbath was a day which was to be kept holy to the Lord, and then he bade all the children repeat the fourth commandment, which they did, and afterwards chaunted most beautifully and affectingly, 'O Lord, have mercy upon us, and incline our hearts to keep this law.' From this digression, the teacher slid quietly into his usual system: 'Are there not other days on which you may play?—What days are they?—How many days are there in a year?' &c. Again all was right; the two weepers were silent, and the business of tuition went on; but, in a short time, we observed a very little child, seemingly not more than two years old, with its face wet with tears. On pointing her out to the teacher, we were told that it was her first day at school. At last, she saw her brother on the other side of the room, and, tottering over to him, she hid her face in his bosom. The brother, a little sturdy chubby-faced fellow of four years old, raised her head and laid her cheek to his, and throwing his arm around her, pressed her to his bosom. With this affectionate protector the poor child gradually gathered confidence, and ere we left the school we saw her peeping about her, with an air that said, 'cannot I say, *twenty-one, twenty-two*, and clap my hands when I say it, as they do?' We mention these incidents, trifling as they may seem, as illustrative of a system which does not attempt to

load the memory with words without ideas, but seizes any incident that may arise, as a ground-work for its instruction, and in which gentleness and good sense are indispensable requisites on the part of the teacher ; for he is not so much the pedagogue with a rod, as the reasoning parent, whose justice is tempered with mercy, and who possesses the power of conveying the lessons of morality in such a way as to enforce on infant minds not merely the weight, but the reasonableness of its obligations."

While opening a school for some members of the Society of Friends, in Buxton Street, a little girl, not more than four years and a half old, frequently asked me to take tea with her ; and I suppose, to rid myself of her importunity, I promised that I would. One afternoon I had a kind of public exhibition in the school-room, and was conversing with some ladies, when the child came up and again invited me ; I replied, I could not accompany her, and she immediately left the place. The conversation continued, perhaps for half an hour, and, as I was returning home, I saw a number of children surrounding one who was crying bitterly. I soon found it was the child referred to, and thought at first that she had been thrown down, or otherwise ill-treated. On asking her if it were so, she answered, " No ;" and on my then inquiring the cause of her sorrow, her reply was, " You would not come and have tea with me." Unable to resist this, I immediately went with her, when she took me to a cellar, where her mother was waiting our arrival. She told me her child had talked of my coming for a week or two, and that she had expressed her hope that I would do so that afternoon.

I therefore fulfilled my promise ; but it is beyond my power to describe how much gratification and delight the affectionate little creature seemed to enjoy.

To this may be added another interesting fact. A boy was sent to a shop in Manchester, for half a pound of lump sugar, when the grocer in giving him change out of a shilling, counted with the copper, by mistake, a lead half crown. The boy perceiving this, got it broke into small money by an old woman, who did not detect the fraud, but asked the lad his name ; he then purchased some sweetmeats, a part of which he offered to some children. Among these was a little boy belonging to the Chorlton-row Infant School, who, knowing the way in which he had obtained possession of the money, refused to partake of the spoil ; but immediately went home and told his parents what had happened. On his mother inquiring why he did not take some of the cakes, he replied, " I thought I should be as bad as a thief." He then begged his mother to acquaint the shopkeeper from whom the sugar was purchased, adding, however, " the boy threatened to beat me if I told." On the following morning, the mother happened to call where the half-crown had been changed, which enabled the person to discover the delinquent, whose parents, after some hesitation, compensated for the loss. " A few days after," says the teacher, " I asked my little pupil, who is about seven years of age, what he would have done if he had received the counterfeit in a similar way, and he replied, ' I would have returned it.' And then speaking of the omniscience of the Deity, he said very simply, ' Before I came here, I thought if I made a hole in the ground and was covered up,

God could not see me.' 'But do you,' I rejoined, 'think so now?' 'No, Sir,' was the immediate answer, 'he can see me every where!'

A reference to this school reminds me of a singular circumstance worthy the attention of all committees and managers of similar establishments. A very pious and excellent man, who had been in his majesty's service, and had lost part of his right arm, was engaged as master. My opinion was that he would be suitable in every respect; but I was in error, as the sequel proved. All acquainted with the Infant System know that it includes much manual exercise,—such as clapping hands, putting the arms out horizontally, and holding them up perpendicularly,—and with these evolutions he was much pleased; but having only one hand, he was compelled to pat with his stump. In consequence of this, every child in the school, to my great surprise, bent his arm and patted with his elbow; when I told them to put their arms out, they still bent one in imitation of him, and twisted the body round to make the shortened arm parallel with the other; and every movement was made in the same way. I bade them not to do so, but in vain, and as great distortion would have resulted, I was compelled most reluctantly to dismiss him.—The necessity of this he clearly saw, and, from his delight in the work, greatly deplored.

I have since seen from visiting many schools that any physical defect should prevent the engagement of a person, however desirable in other respects, either as a master or mistress. I know, for instance, a master who had a cast in the eye, and all the young children squinted; and another who had a club-foot,

in imitation of whom all the children limped. Should a teacher stutter or stammer, the children from the strength of the imitative power, at a very early age, will do so too. Similar effects will arise from any defects of this kind in monitors, and hence children in such circumstances should not be thus advanced.

A school for children of higher grade has also been opened at Manchester. Dr. Jarrold related at a dinner-party the following proof of its effect:—One of his little girls, only four years of age, had, in conjunction with two others, broken some rule, and as a punishment, the superintendent placed two of them in opposite corners and Miss Jarrold in the centre. When she returned home, her father made the usual inquiry—"What have you been doing?" In answer to this she stated her fault, and thus described the infliction: "Papa, Miss ——— stood in one corner, and Miss ——— in the other, and I in the middle, and there we were a *complete triangle* of dunces!" This the Doctor mentioned as a case of great activity of mind resulting from early development, and manifested even in the endurance of punishment.

On leaving Manchester I went to Liverpool, where three schools were commenced, to which five have since been added, besides one for the higher classes.\*

I afterwards visited Stial in Cheshire, where a gentleman, who, with his family, is much pleased with the system, had attached a school to his manufactory, and on me it devolved to make a beginning. Another was also provided for children above seven years of

\* They are situated as follows: Circus Street, Renshaw Street, Edge Hill, Harrington Street, Leeds Street, Dalby Street, Seal Street, Duncan Street East, and Jordan Street.

age, so that all might have a course of education before they went to work at the mill. The behaviour of the people as well as of the children prove how much better such plans are than those usually adopted. I heard from their benevolent projector that he seldom or never finds any guilty of pilfering—that scarcely any are absent from public worship—and that though the gardens around are ill fenced, little if any fruit is taken.

I went from this place to the city of Chester, where, in consequence of a requisition most respectably signed, the mayor convened a public meeting at the Town Hall, to consider the propriety of establishing an Infant School Society, and took the chair, surrounded by the Lord Bishop of the diocese,\* and a distinguished party.

The Bishop said, “He had been unjustly represented as unfavourable to the establishing of Infant Schools; he had, indeed, deemed it prudent to pause for a season, and to withhold his sanction from them, however eligible they might appear in theory, until he should have obtained practical proofs of their beneficial effects, by observing the degree of success that attended the establishing of those already in existence. The result of this observation and of the inquiries he had made into the conduct, management, and the present and probable effects of those establishments in London, Liverpool, Manchester, &c. was entirely to convince him of their utility, under judicious direction.”

His Lordship afterwards urged the necessity of such Institutions from the state of the people, and then

\* Dr. Bloomfield.

pointed them out as "proper nurseries for the National and Sunday Schools." "No person (he remarked) who had visited the eleemosynary schools could have failed to observe the inconvenience attending the introduction of children who had made no previous progress, which was the case in general with those under six years of age. The children of the poor, had, at the most, but a very limited time to spend at school, and if through the medium of Infant Schools they could be made to acquire as much between the ages of two and six, as was done at present between six and nine, an important benefit would accrue from these institutions in this point of view alone."

After various other observations, subscriptions were entered into; and in two or three days a Committee of Management was appointed. I subsequently opened a school (which has since produced another), and which, after the usual time, was publicly examined to the entire satisfaction of the Diocesan and many of the gentry around.

That the conscience may be acted on at an early age the following fact will demonstrate:—At the opening of the Chester School, a child four years of age was admitted, whose mother had provided a pair of new boots, and about the third day one of them was lost, and every child was questioned about it, but to no purpose. Some days elapsed, when I was relating a story about a boy who began to steal by picking up pins and putting them in his coat, who afterwards stole a halfpenny which rolled from a little girl at school, and then took things of greater value, until he was apprehended and lodged in jail. While this

was proceeding, a little girl four years old began to cry, for which no cause could be assigned; but she was taken into the play-ground, and there partially soothed. On the next day, the child was observed to cry as before, and one shoe to be taken off, and lying by her side. It was thought she cried because she could not put it on; but on examining it, it proved to be *the boot cut down*, and which was worn for the first time when the story referred to was related. On being questioned, she said she found it in the school; but when the mother was sent for, she declared it was no such thing, was about to strike the child for saying what she did, and tried, by her countenance, to terrify her into falsehood. This, however, was in vain, for the child repeated what she had previously said, and declared that she took it to her "mammy." At length confession was extorted; when it appeared, that the mother having cut down the half-boot, kept it for some days for the matter to blow over, which would certainly have been the case had not the impression produced on the child's mind prevented the boot being worn. There is reason to believe that what was said to the mother on this occasion was followed by lasting benefit.

One of our visitors at Chester was the vicar of Bolton, who was desirous to have a large school in his own parish. A room which would accommodate two hundred infants was therefore set apart for this purpose, and a master and mistress engaged. He was perfectly satisfied with the results of my labours. Two schools were afterwards opened in the same town, to which four have been added within a circuit of ten miles. Since that time many improvements

have been made in the System of which, I trust, the supporters of these Institutions will avail themselves.

The opportunity I had long desired of visiting Ireland had now arrived; I therefore left Chester without delay, and after a pleasant voyage, landed at Kingstown. A host of mendicants immediately assailed me, as did also many drivers of cars, and hiring one of these machines, I soon reached Dublin, and took up my abode at an hotel. Not having a single letter of introduction, I stated my object in an advertisement, and requested those who were willing to co-operate for its promotion to call upon me. Some gentlemen, in consequence, tendered their assistance, and kindly introduced me to other persons of influence. This resulted in the opening of a school, which, from the *remarkable acuteness* of the children, was publicly exhibited in the short space of *three weeks*; to the great gratification of the archbishop of Dublin, and of a numerous party of the nobility and gentry.

But a new class of difficulties arose;—the school was patronized by Protestants, while the greater part of the children were the offspring of Catholics; and hence the parents soon forbade their coming. To obviate this, it was determined to give dinners, and in part to clothe the children; but such inducements were only partially successful. The time was, indeed, very unfavourable; the two parties were most vehemently opposed to each other; and so far did it proceed on the Protestant side, that had I been suspected of the least liberality, I am convinced I should have received no support. A school was subsequently opened at the office of the Mendicity Society (which

still prospers) for the children of those it is designed to relieve.

Another had been previously established by a lady of rank, at some distance from the capital. Having observed the working of the system in London, and been provided with a teacher, she had erected a very neat school-room and dwelling-house,—having a garden for the children to play in,—on her own estate. At first, there were about eighty children; but as many lived among the mountains, at some distance, they were obliged to be sent in a car, which, with their dinners, was provided at her ladyship's expense. A library for the poor people was also attached to the school.

For some months it went on well; the Catholic priest visited it, and expressed his pleasure; but he was removed from the parish, and his place supplied by one of a different spirit, who violently opposed it. He stated in the chapel, as I am credibly informed, "that Satan had never invented a more wretched system, or one more calculated to injure the mother-church; and that all who sent their children were alike enemies to the church and to God." The consequence was, that the school had dwindled down to sixteen when I saw it; and after this it could not be rallied.

There is, however, one other circumstance, which ought not to be omitted, as it appears most desirable to prevent its recurrence. An overdoing, which ends in an undoing, had, I conceive, taken place. I have visited from five to six hundred of the lowest cabins within twenty miles of Dublin, conversed with their inmates, and found them a people simple-minded and

inquiring—delighted to receive information on all subjects except *one*,—and most warmly attached to what they regard as “the true religion.”

The conduct of the Catholic priests is, indeed, every way calculated to maintain their sway over the lower orders of the people. They visit from house to house,—relieve poverty,—attend most assiduously to the sick,—and hence whatever occurs, be it a personal accident, a relative affliction, a suffering of injustice, or a tender affection,—the priest is considered the oracle; his person sacred, and his commands, be they what they may, of most solemn obligation.

The following facts will illustrate these assertions. While I was in Dublin, the priest of a neighbouring village called on a married woman to reprimand her for some offence; when desiring her to kneel down, he chastised her with a riding whip, which he took from his pocket, and, moreover, cut off her hair with a pair of scissors. Her husband, on his return home, had sufficient spirit (which is very rarely the case) to state the injury to the magistrate, who immediately sent for the priest;—he, however, did not appear, and therefore officers were ordered to compel his attendance. Meanwhile the affair was rumoured far and wide, and multitudes gathered round the place where the magistrates met. The woman stated the aggression, which was fully corroborated by her appearance; and the priest was then called upon for his defence. It amounted to this—That he had been priest of that parish for many years, and during that period but little disorder or crime had arisen—a fact which the magistrates acknowledged;—that, the party complaining had conducted herself with:

great impropriety, thus rendering it his duty to prevent such conduct in future;—but if they interfered between him and his flock, he would give the management of the place into their hands, when they would soon feel the burden to be oppressive. The magistrates seemed to regard this as irresistible, for the case was instantly dismissed, and the woman obtained no redress.

Another singular proof of priestly power was afforded me. In one of my rambles, a fine young woman about twenty-two years of age, in a very dirty and ragged plight, came out of a wretched hovel, and with intense emotion said, “O for the love of God and of the holy virgin, y’er honour, give me a penny!” On bestowing what I thought proper, I observed her enter a neighbouring cabin, where various articles were sold, and bring from thence two candles. Anxious to watch her still farther, I followed her to her dwelling, built of earth,—in which were four posts driven in the ground,—on them an oblong block was placed, measuring about four yards by two, which, I supposed, served for a bed;—and on this, some straw or rushes appeared beneath a rug. Observing her gazing with great intentness on it, and not noticing me, though standing at the door, I was led to intrude, by asking what was there?—“Och! sure,” was the reply, “and is’nt it my own dear, dear darling?” And, lifting up the rug, she exposed to my view the corpse of her babe. Affected by the sight and the emotion of the mother, I entered into conversation with her, and at length ventured to speak of a future state, on which, though she had paid marked attention to all I said as to her own circumstances, she

stared, and exclaimed, with mingled anxiety and apprehension, "And is it you that talk about these things? Hav'nt we, now, our own priest to do this? Does'nt he come very often here;—and does'nt he, sure, know more than you a grate dale? What is it, now, that he has not tould me? Och! ye need not be saying any thing at all, at all!" Nor would she allow me to resume the subject. I then naturally inquired,—If she had such great faith in father O'Reilly, why she did not ask him to relieve her? "Och," said she, "now I know that ye know nothing at all! Has he not often relaved me? and sure did he not say, the last time he was here, that if I put my trust in God, somebody would come and help me, and, faith! has'nt *he sent you?* and so no thanks to you."

Under such circumstances, I am disposed to think a direct attack on the Catholic priesthood, or system of Ireland, is, to say the least, exceedingly impolitic; and that it tends to injure the cause we wish to promote. My own desire in reference to that country, is, as I cannot do all I would, to do that which is actually practicable. To its state the Infant System is not only in itself peculiarly adapted, but it is so from the non-existence of objections to it, which lie against some other plans. Speaking generally, no opposition would be made either to the mental or moral part; nor would the Scripture-lessons be refused. I say this from repeated conversations with some of the Catholic clergy, who opened an Infant School, and with the nuns who came from an adjacent nunnery, to superintend the instruction of the children. One of the latter told me that Catholics

were friendly to education, but that they felt it their duty to oppose the proselyting system which was so commonly connected with it. On the whole, I do not hesitate to attribute the failure in the instance just given to a forgetfulness of this, which appears to me a capital error.

Among other things, a love of order should urge to the adoption of the system in Ireland. In the uninstructed, as is well known, there is a marked predominance of the physical over the mental; and this is peculiarly the case with the natives of the sister isle. Even the beggar, who asks you to relieve his hunger, will often do so with a smiling face, and the veriest trifle will quickly fill him with ecstasy, manifested by the joyous shout, "Long life to your honour's honour!" To the same cause many a quarrel is attributable. A dispute arises, or is heard of, and strength is instantly resorted to. There is no calm inquiry into the matter, and consequently no wise decision upon it. It is settled by brute-force; and hence the broken heads, maimed limbs, and forfeited liberties, which a little thought would have effectually prevented. The antidote appears in those means which are calculated to give the mental the ascendancy over the physical; and in some cases the effect of its application may be witnessed; the most ignorant parts of Ireland being notoriously the most turbulent, and the best instructed the most peaceable.

Everywhere the mental torpor of the people meets the eye; yet none are more susceptible of improvement, since, in addition to their native quickness, their patience is great, and with these two qualities what might not be accomplished? Twelve Infant

Schools are now in operation, but had I adequate means, I would pledge myself to their diffusion throughout that country.

I had the pleasure of visiting, during my stay, the little village in the county of Longford, called Edgeworth's-town; the neatness of which may well arrest the attention of the mere spectator, while all who are anxious for the improvement of their species will feel attracted to its far-famed school, established by Lovel Edgeworth, Esq. It has doubtless been the means of great good. In the principal house, are the sons of gentlemen, who are attended in a manner far superior to that of ordinary schools at a lower rate; in the second house, are the sons of respectable tradesmen, or lower gentry; the third and fourth houses are adapted to persons of inferior grade;—the whole assemblage consisting of about 250 boys. During school hours they all mix together, and to make this equality the more striking, they are all obliged to wear white frocks, with the double view that while they preserve the good clothes of the rich boy, and hide the bad ones of the poor boy, they make both equal as to external appearance. After school hours, and at all other times, they preserve their respective stations, and the higher classes are treated with proportionate respect.

I was recommended by many friends to give a lecture on the Infant System at the Rotunda, and of this notice was given; but the typhus fever having broken out, I caught it, and was confined to my bed for seven weeks. A medical gentleman attended me throughout this affliction with the kindest and tenderest care:—he thought I was engaged in an impor-

tant work,—and most generously refused all pecuniary acknowledgment. A more benevolent heart never soothed “a stranger’s” sorrows :—often have I devoutly desired his ample recompense !

As I was anxious to see my family, and a considerable degree of debility remained, I chose a sailing vessel in preference to a steamer ; but we had not been out of Kingstown harbour more than four hours when a brisk gale sprung up suddenly, which excited great apprehension ; our rigging was torn,—our mast fell overboard,—and scudding before the wind, we passed the Isle of Man, and made for Whitehaven. With extreme difficulty we reached the harbour,—all the vessels in it had lights at their mast heads,—and, on entering it, the velocity of our vessel was so great as seriously to damage another against which she struck. Our deliverance was most providential. Two vessels were during the night driven furiously ashore ; one was blown to pieces,—the other was got off after suffering great injury ; but such was the violence of the waves, that all the crew and passengers were pulled out by ropes from the quay.

It was the depth of winter, but I was desirous to proceed as soon as possible. I therefore reached Preston by coach ; but the coachman who was to drive from thence to Manchester was intoxicated, and went, in spite of all remonstrance, at such speed, that I was more alarmed than I had been in the vessel. When we were about five or six miles from Bolton, he asked the only male passenger and myself to walk up a very steep hill, and then galloping to the top, left us on a moor, at ten o’clock at night. Compelled to leave my companion, I at length reached

Bolton, where the fellow had left my luggage, and where I was refused a post-chaise at the house of one of the proprietors ; but succeeding at another, I arrived at Manchester, and after much difficulty in summoning the parties, obtained my expenses. I subsequently found that the coachmen there were in a club, out of which various charges incurred by them are paid ; but to their credit, I was waited on by one, who apologised for the ill-treatment I had received, and stated moreover, that, scandalous as it was, the delinquent should bear the whole costs !

## CHAPTER V.

BATH—EXAMINATION AT SYDNEY GARDENS—THE BISHOPS OF LONDON AND WINCHESTER—DERBY—LEICESTER—SPEECH OF M. BABINGTON, ESQ.—OBJECTIONS TO THE SYSTEM REFUTED—THE POOR NOT COMPETENT TO INSTRUCT—UNION OF PARTIES DESIRABLE—LOUGHBOROUGH—MELBOURNE HALL—ACCIDENT—EXAMINATION—STROUD—THE MANUFACTURER'S SCHOOL—HUDDERSFIELD—BINGLEY—KEIGHLEY—INFANT TRAVELLERS—THE RETURN HOME—LEEDS—BRADFORD—TADCASTER—DONCASTER—THE POTTERIES—NEWCASTLE—LANE-END—TEAM—EDUCATION DENOUNCED—FORCE OF PREJUDICE—CHEADLE—GREAT BENEVOLENCE—BURSLEM—AYLESBURY—INFLUENCE OF THE SEXES ON EACH OTHER—TOO MUCH RESTRAINT PREJUDICIAL—ALSTONE—CHELTENHAM—THE ORACLE—ROBERT BAIKES—EFFECT OF SUNDAY-SCHOOLS—INCREASE OF THEM—TAUNTON—PARTY FEELING—SPEECH OF H. I. LEIGH, ESQ.—RELIGIOUS INSTRUCTION AFFORDED BY THE SYSTEM—SUPERSTITION—GUERNSEY—JERSEY—CAMBRIDGE—NORWICH—IGNORANCE PRODUCTIVE OF CRIME—REV. MR. BROWN—THE BISHOP OF NORWICH.

A LADY at Bath (Mrs. Ames), not being able to obtain any assistance, resolved on incurring the expense of erecting a school-room in the wretched neighbourhood of Avon Street;—the common resort of the most neglected and abandoned. Accordingly she spent about 1000*l.* on this object, and still supports the school. Here were trained two persons as teachers for her

estates in the West Indies from her own purse. Soon after this, another lady (Mrs. Moysey) commenced a school in a different part of the city, which also succeeded. A reverend gentleman, however, chose to assail the system from the pulpit, and to designate it "fashionable folly." He afterwards published a pamphlet, which was ably answered, and, notwithstanding his opposition, other schools arose.

Some years elapsed, when calling on the lady who opened the first school, and mentioning accidentally that I was going to deliver lectures at Swansea, she suggested the desirableness of doing so *there*. Not coinciding with her, I stated my sentiments; but arrangements were subsequently made, and my opinion was shewn to be erroneous. The lectures were far better attended than I could have anticipated; and I was requested to give a second course.

I then offered to conduct a public examination of all the children at the Sydney Gardens, which were originally laid out by an eminent architect, late of Bath, but greatly improved by their present proprietor. They are decorated with water-falls, pavilions, and alcoves. The Kennet and Avon canal glides softly through; over which are thrown two elegant Chinese bridges. Various things contribute to the effect of the whole, among which are a water-mill and a cascade, but more particularly the animals and birds. Macaws are in the trees—monkeys gambol about,—in fact, there is a small zoological garden. There an immense gallery was erected. The day appointed was very auspicious, and the children marched through the streets in their holiday-clothes, with flowers in their hands. Upwards of 1500

persons were assembled on our arrival, among whom were the colonel and many officers of the Somersetshire militia, who appeared much interested and gratified by the spectacle.

For some time the attention of the children was absorbed by the birds and beasts, with coloured representations of which many were familiar. We had prepared for 450, but more than 500 came. They went through their lessons and evolutions to the apparent delight of the large and splendid assembly; and at the close, all, with the exception of some little ones asleep at my feet, sang "God save the king!" Most heartily did I wish His Most Gracious Majesty could have heard them. On a given signal, they proceeded in rank and file to partake of buns and milk which had been kindly provided.

So much for what was designated "fashionable folly," but of which the present bishop of London, whose sentiments, when bishop of Chester, have already been noticed, has thus spoken in a recent Charge:—

"I am a zealous friend, upon conviction, to Infant Schools for the children of the poor. No person who has not himself watched them, can form an adequate notion of what these Institutions, when judiciously conducted, may effect in forming the tempers and habits of young children; in giving them, not so much actual knowledge, as that which at their age is more important, the habit and facility of acquiring it; and in correcting those moral defects, which neglect or injudicious treatment would soon confirm and render incurable. The early age at which children are taken out of our national schools, is an additional reason for commencing a regular and sys-

tematic discipline of their minds and wills as soon as they are capable of profiting by it; and that is at the very earliest opening of the understanding, and at the first manifestation of a corrupt nature, in the shape of a childish petulance and waywardness."

The bishop of Winchester, too, in a series of questions addressed to each of his clergy, says much in the concise query, "Have you an Infant School in your parish? If not, why not?"

At Derby, the Rev. Mr. Simpson exerted himself to establish a School, which I opened and examined in four weeks. The result interested many persons in the neighbourhood; a school was therefore erected by the munificence of a private gentleman, and other small ones have been established.

In this neighbourhood I found Mr. Buchanan; a conversation with whom led, as has been related, to my becoming an Infant teacher. He had been for some time in charge of a school supported by a lady, but as two of his children were apprenticed in London\*, he and his wife were not very comfortable. I therefore wrote to some friends respecting him, who engaged him for a school in the metropolis, where I am glad to say he now is.

I distributed many circulars and papers at Leicester, besides calling on the principal persons of influence. A public meeting was convened, but hostility was threatened from one of the pulpits of the Establishment, and further opposition was thus anticipated in an admirable speech by M. Babington, Esq. :—

"The extensive use of machinery in our manufactures has enabled children to perform the work of

\* They are now Infant teachers in South Africa.

adults ; and the continued pressure on every branch of industry obliges parents to avail themselves of the labour of their children, as soon as it becomes productive, and thus the very perfection of our machinery, and the discoveries which have advanced us in the arts of social life, have a tendency to cause the mind to retrograde, unless we devise some means of accelerating education.

" It is not only in the acquisition of the rudiments of knowledge that these Infant Schools may be made useful, but still more in the cultivation of the conscience; for it has been wisely ordained by our Creator, that neither deep learning nor superior capacity are necessary for the full attainment of those moral sensibilities which are the principal object of education, and even on the mind of infancy, as on a vacant tablet, the great distinctions of right and wrong may be engraved in indelible characters. I would gladly prove this, and skew, from individual instances, that the Infant Schools have developed the capacity, awakened the conscience, and shed around them rays of knowledge and of virtue,

*' Fair as the earliest beam of eastern light,  
When first by the bewildered traveller spied;  
It smiles upon the dreary brow of night,  
And lights the fearful path by mountain side.'*

" But the less agreeable task awaits me of endeavouring to anticipate those objections which will be brought against us this day. I have heard it urged, that the canons of our church and the acts of our parliament forbid us to adopt our present course, for that they limit the education of youth to those who have subscribed the liturgy and have received a licence

from the bishop of their diocese. I can hardly expect that such an argument will now be used, but I am sensible how variously different arguments strike different minds, and I know how large an amount of ecclesiastical erudition will be arrayed against us. But for the canons I need only say, that they are not binding upon laymen, and that many of the ecclesiastics, who subscribe them, do not obey them.—[After an interruption, Mr. B. proceeded.]—I am happy, Mr. Chairman, notwithstanding the repeated interruptions of the reverend gentleman, that I have not deviated from that line of debate which is admitted at all public meetings. I cannot conceive any complaint can be brought forward against me. What, sir, am I to be precluded from saying that many ecclesiastics deviate from the canons, lest our reverend opponent should say I mean *him*? Suppose that I were to remark, as I might justly do, that many ministers of the national Church of England or of Scotland neglected the duties of their profession, or are guilty of immoral conduct, has any minister, who may happen to be present, a right to get up and to say, Sir, you make a personal attack, for you mean *me*? But, sir, however anxious I may be to avoid giving offence, I will not be precluded from the fair use of my arguments according to the universally admitted laws of parliamentary and public discussion. I am little used to public speaking, and I am opposed to the experience in education, and to the practised habits of the reverend gentleman; and, I trust, therefore, the meeting will excuse my protest against such repeated and groundless interruptions.—To proceed to the act of parliament, which may be supposed to bear

upon this question, I must observe, that if it has not been repealed by the verbal enactment of the legislature, which seems doubtful, it has been repealed by the good sense and good feeling of the age, and has long since been swept away into the silent tomb of all the Capulets.

"I now come, sir, to those objections which, as they have been urged to me by one of our public opponents, I may reasonably conclude will not be omitted on this occasion. It is asserted, that the parents are capable and willing to effect by themselves all which we propose to accomplish: and this argument was placed before me in a manner so beautifully simple, that I cannot refrain from presenting it to the meeting in the same syllogistic form, 'We have now been,' say our opponents, 'for more than thirty years actively engaged in this town in the education of youth, we may therefore conclude, that there are none under forty, and, therefore, few that have infants but who are capable of giving them instruction; they have also been taught that it is their duty to do so. They are thus both competent and willing—*ergo*, they do instruct them.'—Now, sir, however satisfactory this argument may appear to our opponents, I will venture to say that every step of the proposition is false. It is not true that all parents under the age of forty, now residing in Leicester, have been brought up in our schools; nor that all, who have been so brought up, are competent from capacity, or willing from disposition, or capable from leisure, of undertaking the education of their own children. In short, the whole argument is the weakest web which sophistry ever wove to mislead mankind.

"The second objection is, that we are violating the laws of God and nature, in thus proposing to separate parents from their children. But, let it be remembered, we do not create the separation, we find it, and we only propose to offer a better asylum during those hours of temporary separation which now for the most part exist.—But this question of separation, as it is called, is pressed into the cause much more strongly than it deserves. Look at the great body of our middle and upper classes, how few are there who are not absent from their children for some hours in every day. But does such a separation diminish the affections of the parties, or does it not rather endear them more to each other? The hours which will remain to these parents and children, for whose welfare we would provide, will be amply sufficient for the cultivation of the domestic affections, and are not the less likely to be so spent, because the parent will have been relieved from embarrassment and interruption during the hours of labour, and will have been enabled to provide the better for their sustenance and comfort. And as for such parents and children who cannot spend the remaining hours in affectionate intercourse, it can only be said, the less they see of each other, the better; and then they furnish a more decisive argument for the adoption of our plan.

"But I must proceed to that objection on which the greatest stress will probably be laid, that we are forming an unnatural and improper union of individuals of different denominations, and that we are undermining the influence and doctrines of the Church of England. It seems to me, sir, that those who thus argue, shew some distrust of the excellence of that

church. The extension of knowledge can hardly fail to be favourable to the cause of truth ; and, as a member of that church, I am of opinion that its doctrines will be the more fully established by such intercourse ; and, as to its discipline, if it should lead us to look more closely to its present state, and to restore it to something of its pristine simplicity, I, for one, should rejoice in such a consequence. In this kingdom we have two established churches—the Presbyterian and the Episcopal—and are they to be to each other objects of reproach and apprehension according to the district in which they are found ? On this principle, I am to be encouraged in England to aid the cause of infant education ; but, if I cross the Tweed, my money and my attendance are to be rejected with scorn by the zealous members of the Scotch Church, lest I should introduce episcopal notions among their children. Reverse the case, and then say if such a course can be conducive either to the honour, the harmony, or the security of our country. I have long learned from the reverend gentleman and other sincere friends of the church, that when a religious object is of a simple character, a union of all denominations for its accomplishment is to be desired, and I may refer both to the Bible Society and to the Hibernian School Society, as illustrations of my case.—Is not the object of the education of infants, from eighteen months to six years, of a simple character ? Do we mean to lay before them the articles of various churches, and to shew them the foundation of such as are in dispute between the sister kingdoms ? Shall we attempt to prove to them that it is by lineal

descent from king Adam\* that our monarch derives his title to be the fountain of honour and of law in this country? The national church of Scotland, which denies the supremacy, might, indeed, tremble for its existence, if so convincing an argument, which escaped the acuteness of Sachaverel, were to be impressed on the minds of an infant population: or shall we dive into the mysteries of colour, and teach them to know, as some believe, that God is the author of sin? To attempt such things would be ridiculous, because the infant mind is incapable of comprehending them; but, if they were within its grasp, I should even then prefer a school to be conducted by a committee constituted as ours, rather than by an unknown and a single individual, because it affords us a guarantee from such notions. But it has ceased to be a question, whether a mixed committee can succeed satisfactorily in such an object; for the experiment has been tried extensively in other towns for nearly seven years, and has lived down the opposition which was first raised against it. To maintain that there is danger from such a union, does indeed seem a strange proposition. Why? These very men, who are not to be permitted to join in this work of charity, are sent by us to the great council of the nation, and enact laws for the government of our church. They may impeach an archbishop, for wrongly distributing his patronage, or a lord chancellor, for his influence over the king's conscience; but if they draw rules for an Infant School, or watch over the conduct of a village

\* This argument had been used in a sermon entitled "Cæsar and God."

master, we are stunned with the cry, that the 'church is in danger.' Really, sir, such arguments are too trifling even for ridicule, if it were not, as it appears to me, a suicidal act, on the part of our church, to urge a system so repugnant to the feelings of mankind.—Happily, many of our divines hold opinions widely different: and I cannot better close my observations, which have, I fear, already occupied too much time, than by referring to a sentiment recently published, by one who is a guarantee, as far as human efforts can avail, for the temporal and spiritual happiness of all around him, who is the honour and the safeguard of the National Church of Scotland, but an object, in this episcopal land, of reproach and apprehension to those who are unable to feel the force and justice of the following expressions:—"It is not in the fermentation of human passions and human politics, that the lessons of heaven can with efficacy be taught: to exclude is, surely, not the way to assimilate; it is by mingling extensively with men of other denominations, that we obtain an ascendancy over their hearts, and are enabled to work the righteousness of God." Such, sir, is the general sentiment, if not the words, of Dr. Chalmers. I would endeavour to impress their importance upon the meeting; and I would earnestly hope, that we shall cordially unite in the promotion of the object for which we are assembled."

Other gentlemen followed, and subscriptions having been entered into, a commencement was made. There are now three schools, but as they are managed by women, though they do great good, the full amount of advantage is not secured.'

I stayed some days at Loughborough, but could not arouse any one to activity. I heard, however, that a considerable sum had been left for the education of the poor; and that the trustees had agreed to build a very large National School out of this fund. I was also assured that an Infant School would be erected from the same stock, and at the request of several gentlemen, I marked out a piece of ground, and gave them a plan. I have not heard whether it has yet been acted on.

I then accepted an invitation to the seat of the Earl of Melbourne, whose inmates discovered much zeal and benevolence in the work. A manufacturer kindly lent a room and subscribed liberally, and a school was fitted up. While it was preparing, I paid a second visit to the places last mentioned, and to others in Northamptonshire, engaging to return when the arrangements were completed.

As no coaches go to Melbourne, I was informed that a servant would meet me at a certain time in Loughborough with a four-wheeled chaise. The coach being later than usual, the servant was anxious to reach home as quickly as possible, when, as we were going at a smart trot, the pin which connects the two fore-wheels with the vehicle broke, the horse went off with them and the shafts, and we were thrown out to a considerable distance. The first thing I recollect was my pitying the servant, who lay groaning on the ground, and asking him how he felt, his reply was, "I have broken my arm": when, stupified as I was from falling on my head, I rejoined, supposing it to be the case, "I am worse off for I have broken my neck!" Providentially, we were not far from an inn,

where two medical gentlemen paid us every attention. The servant was laid up for some time, but I was soon restored. The principal inconvenience I suffered was from a sore face from aliding along the ground ; and I was introduced to the distinguished residents and visitors of the Hall, with some likeness to Baron Munchausen, whose statements some have thought were rivalled by my own.

Of the inhabitants of the village I may speak in high terms. They are very far superior to persons of their class even in their own neighbourhood. I was with them five weeks, yet I neither saw a person drunk nor heard an oath. Parents co-operated with us to the utmost of their power. The rector entered most warmly into our views, the surrounding clergy visited the school frequently, and Lady Lamb was daily with us.

One interesting occurrence must be mentioned. It was known that the children were to be examined at the end of a certain time, and the villagers were therefore on the *qui vive* to increase the effect of the scene. The work people at the manufactory constructed a gallery for the visitors, so that all might see the smallest child ; the choristers composed a hymn to be sung ; and the room was adorned with evergreens and flowers in the most tasteful manner. The inmates of Melbourne Hall, together with many of the surrounding gentry were present, the children acquitted themselves admirably, and the hymn, which was appropriate and impressive, was sung at the close.

After a journey home, lectures were delivered in the town-hall of Stroud, all ranks and denominations interesting themselves in the object. Trade was at the

time very low, and little money was therefore to be had for charitable purposes,—yet one school was opened.

The proprietor of a large mill four miles from thence was anxious to have one for the children of his own work-people, and wished me to address them on the subject. As they were highly pleased with the explanation given, he seized the opportunity of obtaining their signatures to some rules he had drawn out; according to which, four-pence a week was to be paid for each child, on condition that he would erect a school, defray the expenses of its opening, engage a proper master and mistress, and spare no expense to secure its utmost efficiency. The liberal engagement was fulfilled, and the children were publicly examined in the church,—the first appropriated to this purpose,—before a large and much interested assembly. I wish manufacturers generally would take this friend of the young as an example. The school still goes on prosperously, and nearly pays its expenses. Others have been opened in the adjacent villages.

On going to Huddersfield, it was my good fortune to meet with several gentlemen of great public spirit, who immediately, after a course of lectures, formed a committee, erected a large school in a few months, and requested me to supply it with the necessary apparatus. Prevented from giving my personal assistance, it was opened by one of my pupils, and still proceeds satisfactorily. The children in attendance are seldom fewer than 200.

The audiences at Bingley were very thin. The excellent rector, Dr. Hartley, is, however, much interested in the plan, and other gentlemen are disposed

to carry it into effect. A magistrate not far off erected a neat stone building for a school; over the door of which the family arms are placed, with the appropriate inscription, "Suffer little children to come unto me, and forbid them not!" This one I organized at his request; the children admitted were mostly those of his tenants, and the master, who had never seen such an institution before, was taught on the spot.

A desire was now expressed that something should be done at Keighley; lectures were consequently delivered, and the clergy and other leading persons evinced a disposition to give their aid. Hearing, however, that the people were very indifferent, I determined to try the effect of practical proof, and to see if, in their estimation, "facts" were not "stubborn things."

The farmers acceded to my request, and lent us some carts, into which we put a quantity of straw; a number of the children of Harden-Grange were then placed in them, and thus we went some miles over the moor in a rough hilly country, attended by some of the farmers, and by many others, who were gathered together from the novelty of the sight. We reached Keighley in safety, where a large chapel had been granted us, and a numerous audience was soon convened. In consequence, however, of the journey, and of the heat of the place, many of the young children were fast asleep, the rest too were not very animated, but the end contemplated was gained.

Another task now remained,—of this, I confess, I had not thought,—it was to take the children home. The night was dark, but, luckily, some of the good

people had brought lanterns, others were procured in the town together with some torches, and thus prepared, after a plentiful supply of good things, most hospitably provided, the children were placed in the waggons, a man was put to the head of each horse, the *illuminati* walked by the side in files, and at eleven o'clock our work was done. Some of the mothers, as might be supposed, were uneasy, and came a mile on the road to meet us, but all the way the children were full of glee singing their lessons and tables, and the sounds of their sweet voices being heard before they were seen, all apprehension was instantly hushed. There were also other reasons for good-temper, and thus, though the expedition had been rather hastily arranged and not a little hazardous, I was allowed to pass "scot-free." A school was immediately opened as the result, for the higher class, but though great exertion was made, another, from the depression of trade, has not been commenced.

At Leeds I lectured in the Infant School, which was organized by a person sent from Stockport by myself, and who had been there about two years. To this establishment a museum is attached, containing quadrupeds, birds, insects, and minerals. A lady presented also a handsome pair of globes. The master is a clever man, and the children display more than ordinary knowledge; but this has given rise to the declaration, "the children are taught too much."

It may be well before we pass on to offer a few remarks on this objection; and one which ought, I apprehend, to take another form, and not merely to deprecate a certain amount of instruction but *all* education. For if a child be taught the alpha-

bet, it may soon, if so disposed, acquire a knowledge of syllables; when this attainment is made, the obstacles to reading are removed, and he who is able to read at all may read, of course, just what he pleases. The only security against the abuse of this power is in the cultivation of the judgment and the heart, and that this may be done most effectively by means of the Infant System is testified by many facts. The choice, therefore, lies not between teaching little and teaching much, but between mental and moral culture and abject ignorance. In vain is it said, "We wish children to read the Bible, but nothing else"; since he who has the ability to read, may employ it as he pleases; and taking this ground the advocate of education refutes the objection, while he and not his antagonist, may claim the credit of truth, justice, and consistency.

The objector may, however, enter into detail and say, "But why teach children Geography?" And to this it may be replied, that an acquaintance with it is beneficial, and that some parts of it are necessary to a sound knowledge of the Scriptures. A child, for instance, is reading about the Red Sea, and, accustomed to think, it says, "Teacher, where is it?" Now, should the reply be, as it would have been once, and perhaps would be in many cases even now, "Don't ask questions, go on with you?"—What harm can there be in saying, as it is pointed out on the map, "It is that branch of the Southern Sea which goes between Egypt on the west, Arabia Felix and some part of Arabia Petraea on the east, while its northern extremities touch on the coast of Edom; and Edom is a Hebrew word which signifies red, and was the name

given to Esau for selling his birth-right for a mess of pottage?" Or when the child reads of Tarsus, what injury will be sustained by the information that it was the chief city of Cilicia, remarkable not only as the place of Paul's birth, but as that to which Jonah designed to flee from the presence of the Lord? What act of lying, dishonesty, or incendiarism, will such a piece of knowledge ever produce? Is it not calculated, on the contrary, to expand the mind, to interest it in the study of the Scriptures, and thus to bring it under the influence of that word which is "the power of God to salvation"? If I may be admitted as evidence, I should confidently declare that I have often found such intelligence eminently beneficial, but never injurious.

If offence be taken at Geometry, it may be stated that instruction in it is restricted to the mere elements of form; and that no one who has not observed the fact, can conceive the facility with which they are learned, or the high gratification they afford. For such acquirements there is ample time according to the system, they furnish a most agreeable and delightful occupation, and were no other advantage gained, attention to them would be infinitely better than that state of idleness so common under the old plan, and which ought never to have been tolerated. But this is not the case, for Geometry is peculiarly adapted to excite the powers and gratify the taste of some children, and it is always better to be guided by their original bias than to cramp and distress them by what is manifestly opposed to their inclinations and capacities. On one occasion I asked for a child from the group to teach Geometry, and was surprised to see a boy ad-

vance to whom it was very difficult to teach the alphabet, who proceeded to point out the oblong, the parallelogram, and all the angles as correctly as possible. Here, then, was a foundation on which one might easily proceed, and thus a course of instruction may commence in an acquaintance with forms and figures, which shall elevate the young savage to the moral dignity and usefulness of man. It should be observed, moreover, that a knowledge of these things may be of advantage in various businesses in which children may be engaged in after life. As carpenters, smiths, cabinet-makers, &c. it would prove so, while it would be difficult to tell in what circumstances it would be of no use, and still more puzzling to state how it could be prejudicial.

A course of lectures was well attended at Bradford, where a committee was afterwards formed, and a school is now building. I was struck while in this part of the country with the great brutality of many little children. I saw numbers of them fighting even on the sabbath-day. On one occasion as I was going to church, I noticed two not more than seven years old thus engaged; several men were encouraging the contest, and though the boys seemed disinclined to continue it, these miscreants urged them on. When the children were down they kicked one another violently, and when one could get on the other he knocked his head with all his might against the ground. As soon as I could interfere I did, and one of the brutal spectators threatened an attack on me. While we were disputing, the children rose from the earth, and one struck the head of the other against a rough stone-wall until the blood ran down. On observing this,

I instantly rushed in, and succeeded, with great difficulty, in separating them. I fortunately slipped through the hands of one huge fellow who aimed a blow at me; and a gentleman to whom I related the fact, asserted that it was a great wonder I escaped serious injury.

Before I pass from the county of York, it may be stated that a school was established at Tadcaster, but without my assistance; and that one was commenced at Doncaster under very favourable circumstances. Earl Fitzwilliam discovered his usual liberality in this cause. I was applied to, but could not render any personal aid, a circumstance which, from the inefficiency of the person engaged, I deeply regret.

The Potteries were afterwards visited, and here Infant Schools seem peculiarly necessary. The population is very dense. Multitudes of the lowest class assemble on the Sabbath-day surrounded by children; who see them gamble, hear their obscene and profane language, witness their drunkenness, and become familiar with every vice.

The first person who attempted an Infant School in this part of the country, was the Rev. Mr. Newlands; who, by subscriptions from his congregation, the twopences of the children, and the noble donation of 100*l.* by a lady (Miss Wedgwood), was enabled to accomplish his purpose. The public examination excited interest in the neighbourhood, and I was requested to lecture at Newcastle-under-Lyne. The clergyman there entered warmly into the object, and, I hear, has since opened a school. The clergyman of Lane End also, assisted by his friends, built an excellent school, and the dissenters there had another on a smaller scale;

for these I supplied the apparatus, and they are still in a favourable state.

Having done what was practicable in most of the towns of the potteries, I went to Tean, in the same county. While going thither by coach, the subject of education was mooted by my fellow-travellers, and the old objection broached that it would make the poor dissatisfied with their lot. Two were against *all* education, while one was a friend of universal instruction; and as he was a match for them both, I watched the conflict, and quietly waited the issue. At length one of the objectors exclaimed, "The school-master's abroad with a vengeance; why there's some fool of a fellow, with an outlandish name, who pretends to begin with children at eighteen months." This gave a new turn to the conversation, his companion observing, in limine, that "such a fellow ought to be put in the pillory"! The advocate of education inquired if he had ever seen an Infant School, but he answered, "No"! and declared that such an one was absolutely impossible. Finding that no impression could be made, I felt that silence was wisdom, though I had the gratification of hearing myself and my labours most unwarrantably abused. The stupidity of confirmed ignorance is, I am aware, absolutely invincible. "Old impressions," as Reaumur has remarked, "are with difficulty effaced. They are sometimes weakened,—they appear unjust even to those who feel them at the moment they are attacked by arguments which are unanswerable,—but the next instant the proofs are forgotten, and the perverse association resumes its empire." I lectured at Tean, opened a school, which was not large enough for the applicants, was treated

with great attention by the proprietor of the tape-works, and received an agreeable proof of good-will from the people.

Among those present at the examination was the rector of Cheadle, where I lectured at his request. As, however, prejudice was strong, a waggon load of children was sent thither, and produced the desired effect, so that subscriptions were collected, and a school opened by my daughter in a very short time.

Several other schools were organized by her in this neighbourhood, where she continued for six months; and I have the pleasure to say that their state on my last visit was highly gratifying. The bishop of the diocese also opened one at Eccleshall, near his episcopal palace; and it ought to be mentioned, that the lady who, with so much philanthropy, gave £100. promised a donation of the same sum to each School opened in the neighbourhood,—a pledge which she has fully redeemed.

Lectures were also delivered at Burslem, which were well attended, but little more was done while I stayed: since that time I understand a school has been established.

From thence I went to Aylesbury, where a very neat school had been erected, and was ready for opening; but those who originated it entertained the singular notion that its advantages should be confined to little *girls*. I endeavoured to shew them the impropriety of educating the sexes apart when very young; but their own opinion was tenaciously held. The examination, which took place at the county hall, and which was attended by Lord and Lady Nugent, was satisfactory.

A course of lectures was afterwards delivered, at which some of the nobility and gentry were present ; and I was anxious to enforce what I had previously stated. So far as my observation extends, little girls discover more susceptibility and kindness, and excel in all that relates to the affections ; while boys are not so soon excited, but are far more energetic. The influence, therefore, of the one sex on the other, I cannot but consider highly beneficial. When associated, opportunities occur for the exhibition of their peculiar characters, and the invigorating of their respective feelings. I never knew a little girl fall in the play ground without a little boy helping her up ; or a little boy hurt himself, without some little girl or girls running to soothe and assist him ;—thus exercising the native kindness of their dispositions ; while the energy of the other sex is preserved from roughness and turbulence. Indeed, the presence of girls has a good effect, for boys will often refrain from doing before them what they know to be wrong, and never like to be accused when they are near ; and from these, and various other considerations, I think they should be educated together until they are at least six years old.

Too much restraint, I conceive, is often exercised in after years. The entire separation of the sexes gives rise to feelings which would not otherwise exist, and the ascendancy to those which were designed to be subordinate ;—thus presenting one instance, out of a multitude, in which whatever is prohibited becomes the object of intense desire. The result is, therefore, that, after a certain age, girls so circumstanced covet the society of the other sex, and those servants are

often the most valued, and receive the largest fees, who will promote their views. Here, then, is the germ of many an intrigue and elopement. The first gay youth who presents himself is fascinating; and the offer of his society too strong to be resisted. Girls, on the other hand, who have brothers with whom intercourse is frequent are not so liable to danger; and it is also averted wherever there is an habitual exercise of a sound and enlightened judgment.

Again affliction came, and, for some weeks, suspended my labours.

I opened a school some years since in the village of Alstone, near Chekenham. The vicar, though an excellent man, was not fully convinced of the utility of the plan, but the present incumbent, then the curate, became, on succeeding him, its friend. He and I, however, differ as to what is essential, but I trust he will arrive at a different conclusion. He soon collected a considerable sum; ground was purchased, the farmers carted the lime and bricks without charge, the poor gave shrubs and plants for the playground, every one seemed disposed to act according to his means, and the whole debt was paid in a very short time. Since then the school has been enlarged. It is also used as a Sunday school for the village-children, and as a place of worship for the inhabitants generally, the church being at some distance. A curate reads the liturgy and preaches, a father and his two sons play the first and second clarionet and the violincello, and some youths from the choir give their aid. The master and mistress were pupils of mine, and the examination took place, to the satisfaction of

a large party of the clergy and gentry around, among whom was Dr. Russell, the head master of the Charter-House School. The reports of the newspapers were highly favourable, and much prejudice was thus removed. The master was very efficient, the children continued to improve, their knowledge of the Scriptures in particular was said, by many, to be surprising, and, indeed, no school was more prosperous.

About three years after, the excellent incumbent contemplated opening another school in Cheltenham, and collected subscriptions for the purpose. A large room was fitted up, and while it was preparing and I was in the north of England, a "Sir Oracle," who had been for two or three *weeks* at one of the London schools, came to organize this. As, however, it was not ready for his *enlightened* efforts, he went to the school in the village, and there discovered an *appropriate* scene for his labours. "Every thing," he declared, "was wrong;" and the master, a meek, humble, and respectable man, was persuaded to allow him to shew off his new information, and to exert his self-prized skill. The effect was, as a little knowledge of the world would anticipate, the deterioration of the whole system; the parents complained—the children fell off—the master resigned—and the school was nearly ruined. So much for the labours of ignorance and self-sufficiency.

The original plan was subsequently reverted to, but the master could not be persuaded to return, and has since become one of my agents.

The village school is now managed by a female, and contains about 150 children; but a short time ago, a large school was erected in Cheltenham, in-

stead of the town just referred to. It cost more than a thousand pounds, and excepting one at Glasgow; and another at Edinburgh, it is the best I have seen.

There is an Infant School at Gloucester, but of its state I am unable to speak favourably. I cannot pass on without observing, that here the labours of a distinguished philanthropist were commenced ;—I mean Robert Raikes,—to whom there is a monument, on which multitudes have gazed with interest and regard, in the cathedral of the city.

His early labours were attended with the most distinguished success. Writing to a friend, he says:—“This mode of treatment has produced a wonderful change in the manners of these little savages. I cannot give a more striking instance than I received the other day from Mr. Church, a considerable manufacturer of hemp and flax, who employs great numbers of children. I asked him whether he perceived any alteration in the poor children he employed.

‘Sir,’ said he, ‘the change could not be more extraordinary, in my opinion, had they been transferred from the shape of wolves and tigers to that of men. In temper, disposition, and manners, they could hardly be said to differ from the brute creation. But since the establishment of the Sunday-schools, they have seemed anxious to shew they were not the ignorant beings they were before. In short, I never conceived that a reformation so singular could have been effected among the set of untutored beings I employed.’”

Joseph Lancaster visited him towards the close of his life, and in reference to this remarks :—“I was naturally desirous of gaining information and instruc-

tion from a venerable man of seventy-two, who had, in a series of years, superintended the education of 3000 poor children; who had been actively engaged in visiting both the city and county prisons; whereby he had gained an ample opportunity of knowing if any of the scholars were brought in as prisoners; and who, on appealing to his memory, which, although at an advanced age, is strong and lively, could answer—  
‘None!’”

Every lover of his country, then, should rejoice in the fact, that there are now in the United Kingdom, more than 10,000 schools, more than 100,000 teachers, and more than 1,000,000 of children gathered from the streets and lanes within the pale of these invaluable Institutions.

Some of the friends of education at Taunton now exerted themselves most energetically and liberally for the adoption of the system. One gentleman, a dissenter, offered a donation of 100*l.* besides an annual subscription, and, with his friends of the same body, was promised the active support of some members of the Established Church; on the strength of which they confidently anticipated success. One of the members for the county also sanctioned the plan, and another gentleman of influence obligingly allowed access to the site proposed through his own property, besides giving a handsome donation, and promising an annual contribution. A committee of various denominations proceeded with great encouragement, intimating, by their union, that their object was the general good, and that no party apprehended the occurrence of injury, when suddenly some members of the Establishment advanced and required that the school should

be founded strictly on the principles which *they* espoused and maintained.

A public meeting was therefore called, and many speeches made, among which particular attention is due to that of H. J. Leigh, Esq. who appeared as a member of the committee, and avowed himself, both from education and principle, a member of the Church of England. "It was natural," he said, "that as the object originated with dissenters, they should form the majority of the committee—that it was contrary to common sense to suppose that, under such circumstances, a school exclusively on the principles of the Church of England was to be established,—and that the dissenters gave a striking proof of their liberality by resolving that although the committee should be formed of persons in the town, yet that the clergy of the Established Church in every part of the county should be eligible. There was, therefore, ample security against unfair play, if any such were ever intended. The credit of having a school at all was wholly due to the beneficence of Mr. Davis, and it was hardly fair to him, after having gone so far as they had gone with him, to turn round and set up a school on opposite principles."

He intimated that a hand-bill had stated "that no sufficient attention was to be paid in the proposed school to religious education, and that, therefore, another had become necessary;" but this assertion he considered to be refuted by the fact of the adoption of the Lord's Prayer, the Ten Commandments, a beautiful series of petitions by the Rev. Mr. Smith, and the moral and religious lessons and sentences round the school; which he regarded as sufficient for the

purposes of rational piety, and such as all Christians might unite in disseminating. He affirmed, moreover, that there was a peculiar propriety in not extending the education of children at that early age to abstract points of doctrine; and exhorted the meeting to return to the common ground of pure and general benevolence; and not to be debarred, from difference of opinion on metaphysical subjects, from uniting in a work of unquestionable good.

The elements of discord were not, unhappily, to be thus calmed, and after various communications between the parties at issue, each established a school; the benefits of which, I trust, will be diffusive and lasting.

As there will be occasion to allude to the superstition of other places, I ought to mention one case which occurred while I was in this neighbourhood. A little boy fell into the river Tamar, a few miles from Devonport, and was drowned. The watermen being unable to find the body, the mother was advised to set a candle in a wooden bowl, and then to let it float, offering a prayer to St. Nicholas, on doing which she was assured that the bowl would stop *over the corpse!* These directions she minutely followed, but the current drifted the candle against a boat-load of hay, which took fire, and the flames communicated to her house on the bank of the river and consumed it to ashes! St. Nicholas is the patron of mariners, and is said to do wonders on board of ships; but here he certainly lost his reputation, and ought, at least, as some one remarked, to be trusted no more with a lighted candle.

After going to Weymouth, where I hoped to lecture,

but where an audience could not be collected, I went to Guernsey to fulfil an engagement I was under. I found, however, a state of feeling altogether unexpected—there was a shyness even about those who had invited me—and, after much effort, I discovered that the change was attributable to some slanderer. Amazed and indignant, I demanded his name, but this was refused;—who it was, however, I shrewdly guess. I then gave my sentiments on the point referred to to the gentleman who so candidly stated the fact, and to him and the committee they were perfectly satisfactory. Here I opened two schools.

A school had been established at Jersey, but had declined for want of suitable teachers and apparatus, and for this I also did what I could. Several Frenchmen whom I met at the hotel, advised me to go to France and make an effort for the establishment of the system in that country, but with this I could not comply, though it doubtless presents a fine field for labour. I subsequently visited Cambridge, where a school was commenced by Professor Farish and his friends, and is very well supported.

Severe illness prevented my going to Norwich to open a large school which had been erected; but this was accomplished by others, and the institution is still in active operation. The following testimony of the Rev. Mr. Brown, the active and excellent chaplain of Norwich Castle, is worthy of particular regard. "I have ever been convinced that ignorance is productive of crime; but nothing can so fully confirm that conviction as an intimate knowledge of the inmates of a prison. From January, 1825, to March, 1826, four hundred persons came under my examination: of

these one hundred and seventy-three could neither read nor write ; twenty-eight merely knew the alphabet ; forty-nine could read very imperfectly, so as not to be able to obtain any information by it ; fifty-nine could read only ; and ninety-nine could read and write. But this statement by no means presents the sum of ignorance in these persons. Nothing but actual investigation can render credible the gross ignorance that powerfully comes under the observation of a chaplain of a gaol. Even among prisoners who have mechanically learned to read and write, there exists, generally speaking, a lamentable ignorance of moral and religious duties, and of the awful sanctions of religion ; and of the rest, some know as little of the very first principles of religion, as the wildest savage."

What a striking exemplification is thus afforded of the statement of Dr. Bathurst, the venerable and excellent Bishop of the diocese :—"An uneducated, unemployed poor, not only must be liable to fall into a variety of temptations, but they will, at times, unavoidably prove restless, dissatisfied, perverse, and seditious : nor is this all, even their most useful and valuable qualities, for want of regular and good habits, and a proper bias and direction from early religious instruction, frequently become dangerous and hurtful to society ; their patience degenerates into sullenness, their perseverance into obstinacy, their strength and courage into brutal ferocity."

## CHAPTER VI.

JOURNEY TO SCOTLAND—IMMINENT DANGER—LIBERALITY—  
NATURAL OBJECTS DELIGHTFUL—STRANGE VISITOR—DEFEAT  
THREATENED—CONVICTION—THE RUMOUR—THE PROCESSION  
—THE GAELIC CHAPEL—INFANTILE ACUTENESS—ANOTHER  
INSTANCE—VISITORS GRATIFIED—HAPPY EFFECTS—OTHER  
EVIDENCES OF BENEFIT—THE SYSTEM DESCRIBED—ITS PHY-  
SICAL AND MENTAL ADVANTAGES—ITS MORAL AND RELI-  
GIOUS INFLUENCE—PAISLEY—OPENNESS TO CONVICTION—A  
SCHOOL BEGUN—PREJUDICE AGAINST FEMALE TEACHERS—  
THE SCHOOL-MASTER IN SCOTLAND—MODE OF EDUCATION—  
ADVANTAGES OF MODERN IMPROVEMENTS—CHILDREN DE-  
LIGHTED WITH INSTRUCTION—THE SCHOOL AN ASYLUM FROM  
EVIL—APPEARANCE OF YOUNG WOMEN—WASHING—THE  
COTTAGE—SINGING.

I HAD often wished to visit Scotland, but my friends objected,—suggested that it was unnecessary,—affirmed that many admirable plans of education were in action—and repeated, what has often been declared with truth,—that the lower orders of people in that country are far better trained than the corresponding grades in this.

While undecided on the subject, a letter arrived from David Stow, Esq., of Glasgow, requesting me to visit that city, and I instantly determined to acquiesce. That I might have the opportunity of calling on influ-

ential persons and also of distributing circulars, I thought it best to make the journey on horseback, started early every morning, so as to complete fifty miles by about three o'clock, and finished my task in eight days.

All acquainted with Scotland are aware that many one-horse carts may frequently be seen passing along in a train, with large dogs fastened under the last, and with only one or two men to direct the whole. My horse always quickened his pace when first sensible of the smoke of a town, and when about to enter Glasgow trotted very fast by a string of carts. This caused a huge dog to break loose ; the horse having a great antipathy to these animals was instantly alarmed, and stretching out his foreleg, struck him with his foot and rolled him in the dust. Irritated at this, the dog made a regular attack, when the horse, in its fright, leaped the hedge by the road-side, was followed by the dog, and thus became entirely unmanageable. After a kind of steeple-chase, we came to an old stone-quarry, situated about twenty yards beyond a hedge, and therefore hidden until we were just on its brink. At the first glance, I thought of throwing myself off, but instantly determining to keep my seat, I found, to my astonishment, that the noble and sagacious animal, instead of tumbling in, made a regular leap ; and going down in a direct line, I cast myself on a heap of small stones, just before his feet touched the bottom, and, almost miraculously, escaped without injury. The horse was dreadfully mangled ; and the dog, which descended with us into the fearful chasm, limped up the passage taken by the carts at the side, and slunk away. So absorbed was I in wonder

and gratitude at my deliverance, and in sympathy for my poor horse, and a finer no man ever had, that all idea of remuneration from the owner of the dog escaped me, and to this day he is doubtless ignorant of the serious loss I sustained. Four weeks elapsed before I could consent to sell him; but this I was at last compelled to do for £7.

As soon as the fact was known, the greatest attention and kindness were manifested, and a gentleman waited upon me, begging my acceptance of £20, from himself and a few friends, and regretting that it was not £50. This act of generosity, and the manner of its performance, have left an impression on my heart which will never be effaced. Nor can I forget that I was at this time the agent of a Society already adverted to, who gave me only their sorry regrets, because, I imagine, they were as costless as the priest's blessing.

The gentleman, who had asked my aid, and who made this communication, had taken premises in a place called the Dry Gate, one of the poorest and lowest parts of Glasgow; and had fitted them up for a school. It is situated near the monument of John Knox, which is visible from every part of the playground. A large number of plants was obtained from the Botanical Garden, and these books of nature, which children love to read, cannot, in my judgment, be too numerous. I would add, wherever practicable, beasts and birds. Even in infancy a child may be instructed in some of the most interesting parts of natural history; and, with the poet,

“————— I deem it wise  
To make him *nature's playmate.*”

At the opening of the school, about one hundred and thirty children were admitted ; nearly the whole of whom were without shoes and stockings, and many were both exceedingly dirty in their appearance, and filthy in their habits. That the master and mistress, who had never seen such a school, might be properly trained, it was agreed that during the first month no persons should enter it ;—a determination equally necessary on the part of the infants, who were to be publicly examined at the end of that time.

After labouring for about a fortnight, not a little surprise arose from a diminution in the number of the pupils, the cause of which we were unable to conjecture. A singular incident, however, unravelled the mystery. While busily engaged one morning, a person, apparently about forty-five years of age, with well-patched garments, and much shrewdness of countenance came in, and without uttering a word ; took a chair with the greatest gravity, and looked all around with the most prying and minute attention.

As he had violated the rule laid down, and evidently was not one of those who had been engaged in establishing the school, I approached him, and stated, that, as his presence interrupted the children, I must request him to withdraw ; assuring him that, in a few days more, ample opportunity would be given the public of observing the effects of what was then doing. To this he replied, without the movement of a muscle, " I'm thinking, ye ken, there can be no gude ganging on where people wish to keep things sae muckle to themsels." I then proceeded to reason with him on the necessity and propriety of the regula-

tion, when he answered in the same imperturbable style, "Ye'll no hae time to du what ye expect; for its weel understood what ye're doing, and ye'll maist sartainly be defaited. I am thinking ye dinna find sae mony bairns as ye had when ye first begun." Becoming very impatient, from the increasing disorder of the children, I urged him to retire; when, as he rose, and was on the point of going, he said, "Its my duty to tell ye, that its currently reported in the neebourhood, that ye're teaching the children the Roman Catholic releegion, and I am weel satisfied it's true, for I've seen for mysel; and there's the beads ye learn the children to count." To my great astonishment, the object he pointed out was the Arithmeticon, which, I told him, was the instrument which we employed for teaching numbers, and many other things\*; and on which I promised, if he would sit down again, to give him a lesson. He seated himself accordingly, observed its adaptation to the purpose with great delight, and stated, at the close of the explanation, that he was perfectly satisfied, and would do all in his power to bring back the absentees. He kept his word to the letter, went round to all the parents himself, and, in consequence, the whole of them returned.

The cause of the strange impression that had been produced may be easily imagined. The Arithmeticon, which, from its attracting the eye, is very serviceable, is one of the first things employed, and the parents naturally put the question, on a child's return,—“Weel, Sandy, what hae ye been at?” To this the answer was equally natural,—“Eh! mither, we’ve

\* See *Infant-System*, 5th edition.

been counting the beads." The rejoinder was therefore inevitable,—“Eh! what sort of a schul can that be where they teach callants to count the beads?”—And so Mrs. Carnegie, horrified at the idea of any thing popish, related what she had heard to Mrs. Jamieson, who was immediately *convinced* that our only object was the dissemination of the Roman Catholic heresy; the report spread like wildfire, and but for the circumstance just mentioned, the school would have been entirely deserted.

At the end of a month, it was announced in the Glasgow papers, that the examination would take place in the Gaelic Chapel, at the west end of the city, about a mile from the Dry Gate. The edifice is one of the neatest I have seen, and is capable of holding from fifteen-hundred to two-thousand persons. The children, who were from eighteen-months to six years of age, being unable to walk so far, were conveyed in waggons, well adorned with green boughs, guarded on each side by the Glasgow police, and followed by hundreds of people, together with the friends and parents of the children,—the crowd rapidly increasing as they proceeded. At about five hundred yards from the chapel, they alighted, and marched at “a snail’s pace,” though in good order, singing, as they moved in time,—

“Oh! how pretty ’tis to see  
Little children all agree:  
Try to keep the step with me,  
When we’re exercising.  
Right foot, left foot, hands behind,  
Be unto each other kind;  
Always bear this rule in mind,  
When we’re exercising.”

On entering the chapel, not less than a thousand of the most respectable and influential persons in Glasgow appeared to be assembled. Fronting the pulpit, a platform, with a number of raised seats, had been erected, so that the face of every child might be seen by the audience. The business of the day was opened by a sublime and impressive prayer, presented by one of the clergymen of the city, during which the children were perfectly still. Having been seated, a small bell was rung, when every one instantly arose, and a little boy having given out a short hymn, written for the occasion, it was sung in good time and tune; and the effect of truths so important from voices so young was soon visible in the countenances of many of the audience.

While the examination of the children as to form, size, and position was proceeding, one gentlemen asked them the position of the pillars by which the gallery was supported, when there was a general exclamation of "*perpendicular!*" After many similar questions, he inquired, whether the chandelier before them was *supported* or *suspended*; to which they as promptly replied, "*suspended.*" To try them still further, he asked them to tell what difference there was between being suspended and supported, when a little boy took from his pocket a piece of string at the end of which was a button: placing the button on the palm of his hand, he answered, "that is *supported*," and holding the end of the string so as to let the button fall, he said, "that is *suspended.*" The interrogator afterwards ascertained from them the shape of the chapel itself, and the forms of various parts of it, such as the pews, windows, and panes of

glass; and at length he wished them to mention something not previously named which was perpendicular, when, after short pause, a little black-eyed boy, whose head had been resting on his hand, as if his attention was abstracted from what was then occurring, shouted out, "Ye're ane yer-sel." The effect of this was so ludicrous, that the composure of our friend was a little disturbed, but soon rallying, he said, "Suppose I were to strike Mr. Wilderspin, and knock him down, would he be perpendicular *then*?" To this the answer was immediate—"No! he'd be *ho-ri-son-tal.*"

Judging by the countenances of those present, and by the newspaper reports, the result of the examination was perfectly satisfactory: it was concluded by a hymn of praise from the children, and prayer offered by the Rev. Mr. Almond of the Episcopal Church. The gentleman referred to as assisting in it, was preparing at the time for The Church of Scotland, but he was so deeply interested in the Infant System, that he requested that he might be fully initiated into it; and I had the pleasure of complying with his wishes. Many who had opposed it, now became its warm and zealous friends; four or five schools were subsequently opened in Glasgow and its neighbourhood, and two more will be ready this spring.

From the attention awakened and excited by the examination, I was requested to continue a short time in the city, that I might shew the system to visitors, and obviate objections. Only a few of the clergy were favourable at first, but several came in the course of the week, and among others, the Rev. Mr. Brown, successor of Dr. Chalmers, and the Rev. David Welsh,

minister of St. David's. The latter gentleman was so struck with the orderly behaviour of the children in the play-ground—the care they took of the borders and flowers—the marked improvement in their appearance and habits—and the great love they manifested to me—that walking up to me he said, "Sir, you are a great man!" Such a compliment from such a man humbled me exceedingly: I thought I would try to deserve it, and, if possible, redouble my exertions. From this time the system became firmly rooted in this great city, and I have now the honour to reckon some of its most eminent clergy and distinguished merchants among my warmest friends.

Many instances might be given of the beneficial effects of these Institutions from the reports of the schools, but a few must suffice. A parent, writing to the teacher of one of them, says: "There is scarce a day passes over my boy that he has not something new to tell in indication of improvement; and as he grows, so does his affection grow towards his parents, as is daily observed by his silent submission to their authority. I have also a daughter in the school who gives me great satisfaction." A mother, on being asked how her child was getting on, said, that "before she went to the Infant School, she was one of the most peevish, ill-natured, disobedient, little girls that could be; but since she had gone there, she was quite the opposite." One parent writes thus:—"My youngest child is two years of age past the twentieth of last month, and can therefore know little of good or evil; but he is extremely fond of the school: as an instance of which, I may mention that it has been our custom, for some time back, to put him

to bed (or, I ought rather to say, to his cradle) after breakfast ; if he happens at any time to sleep too long to be in time for the school in the forenoon, he must, if possible, get out in the afternoon ; and even on the sabbath-days it is his constant cry to get to *nine*,—as he calls the school, with hearing them counting in it." "And it may be remarked," says the report, "that the children bring with them whatever they choose for dinner, in a small bag, or something of the kind, which each provides for the purpose ; and the teacher makes it part of his duty to be present at the meal, and to see that they preserve order and regularity. One of them acts the part of chaplain to the whole, and till the blessing of heaven is asked, they are not allowed to taste their food. This is a lesson, it may be said, which can be taught at home. But it is not always so ; and accordingly, a little boy, who had been for some time accustomed to the regularity of the school, felt hurt at its not being done at home, gently remonstrated with his parents, in process of time proposed to act the part of a little chaplain himself, and in this capacity does he now appear at the family board !"

The character of the system is well described in the following extracts from one of the Glasgow reports :—

"One excellency is the extensive nature of the tuition ; being confined to no department of the mind, but directed to the whole of our nature. That our nature, physical, intellectual, and moral—that all our faculties and powers admit of improvement, will not be disputed by any one. But this is just stating in other words, that *education* may be extended to the

whole of our nature. It is another maxim, equally admitted by those who have turned their attention to the constitution of our being, that our different powers and faculties mutually influence each other as they are exercised. The health of the body tends, in certain cases, to the health of the mind, and *vice versa*;—the state of the animal spirits affects both our understanding and our feelings—habits of order and regularity are connected with practices favourable to one class of the virtues,—and so on in other particulars. These general facts are mentioned, because they tend to explain many of the practices in the Infant Schools; so that what might appear foolish, or merely calculated to amuse, is, in reality, serving some higher end.

“Now every species of education, physical, intellectual, moral, and religious, is attended to in Schools for Infants—and all are rendered mutually subservient. The rules for cleanliness and exercise are all in reference to what has been called physical education. Thus, the well-washed face, and hands, and neck, and feet,—the clapping of hands, beating of feet, marching, swinging, and running, though they may appear sometimes trifling, are, in reality, promoting most important purposes,—giving play to the lungs, calling the heart into vigorous action, sending the fresh blood through all the frame, and imparting pliancy and strength to the muscles. The whole constitution is thus invigorated, the health improved, cheerfulness is secured, tedium and langour avoided, and the frame is put in the most favourable condition for intellectual exertion and kindly feeling.

“It is not necessary to enter into detail, in regard to the methods for the cultivation of the intellect, as

they are not essentially different from those observed in other well-conducted schools. The principles are, that no sign should be learned without being associated with the object which it signifies—that the faculties should be aided by the law of mutual influence—and that the lessons should be uniformly adapted to the capacities of the children, and varied to prevent lassitude or fatigue.

“The means for promoting the moral and religious improvement of the infant pupils it may be necessary to state with somewhat more fulness. It may be observed, then, in the first place, that a great and most beneficial effect is produced upon the children indirectly, as in other schools, in the ordinary course of tuition—only, the benefit may be supposed to be greater, the course of instruction pursued being more adapted to the opening faculties. The children are kept always active, and always happy,—and thus, the temptations of idleness and wretchedness are removed. The soil being constantly stirred, the weeds are prevented from springing up. And in the taste that is given of innocent pleasure, and in the happiness that is experienced in the shooting of the young idea, there is a preservative from malignant passions and vicious habits.

“But, besides the indirect influence of the gymnastic exercises, and the practices more peculiarly scholastic, it is made a distinct object in the Infant Schools to cultivate the moral and religious sentiments. The principle which is followed in this department, is essentially the same with that in regard to intellectual culture, namely, not by giving arbitrary rules, or following unexplained practices—but by

calling forth the powers into actual exercise. No art is acquired by learning rules by rote, or even by attending to the theory upon which the rules are founded. And this remark may especially be applied to the art of living. It is not by getting passages of Scripture by heart, or by hearing good maxims enforced, that virtuous habits are acquired,—it is by the actual exercise of the better feelings. These better feelings may be called forth in various ways—by objects actually presented to them, by the influence of truth through the understanding, by the force of example, or by the perception of the good and bad consequences resulting from different courses of action. Now, in Infant Schools, all these principles are called into exercise, and this is the theory of all the practices. The children, upon first entering the school, are treated with uniform kindness by their teacher: their gratitude is thus kindled by the affection shown to them—the example of the master and mistress also, and of the elder scholars, operate with sympathetic influence—abstract moral and religious truth is made plain by easy explanations, and illustrated by interesting examples—the little events of the play-ground, which call forth the natural feelings, afford opportunities of enforcing many of the duties—and, in the sentence which is pronounced by the children themselves, in any case of unworthy behaviour, the little culprit is made to see the consequence of injustice, or falsehood, or selfishness.

“In speaking of moral and religious tuition, the committee think it necessary to explain, that they are satisfied that no permanently beneficial effect can be produced upon the character, but by the

application of the truth of the Gospel to the heart. It is a fundamental part of the new system, therefore, as adopted by them, that this truth should be set before the mind; and they conceive all their practices really valuable, only in so far as this end is accomplished. To convey scriptural instruction, forms an important part of the business every day. The condition of the heart by nature, and the means of recovery by grace, and the providential government exercised by the Almighty are all explained; devotional feelings are cherished by religious exercises—by singing hymns and psalms, by prayer, and reading or hearing portions of the Word of God. And, above all, the committee conceive that it is essential to success, that there should be before the children an embodying, as it were, of the spirit of the Gospel in the kindly and devout deportment of a teacher, living and acting under the influence of evangelical truth.

“These remarks, it is hoped, may remove the objection that is sometimes made against Infant Schools, as if those who support them were to be numbered with those who conceive that the condition of society depends wholly upon education, and that man has it in his own power to banish vice and misery out of the world. That an organ of immense power is put into our hands in the new system, is certainly conceived. But the fallen condition of our race is not forgotten; and whatever essential good is expected from Infant Tuition is expected from this, that it enables us to bring the truth and spirit of the Scriptures more closely and directly, and at an earlier period, in contact with the understanding and the heart.”

I was now invited to deliver a lecture at Paisley,

and engaging that it should be gratuitous, about a thousand persons, principally of the working classes, assembled. I spoke for two hours and a half with the greatest encouragement from the audience, and, at the conclusion, a committee was formed of several gentlemen, to collect subscriptions and donations, and to obtain a suitable room. On making their applications, the caution always discovered by the people of Scotland was manifested, and the reply was frequently received, that though they liked the lecture very well, they could not *give* till they saw for themselves what they had heard described. On learning this, I decided that the best plan would be to send for some of the Glasgow children; and, accordingly, two coach loads arrived, that seeing might produce belief.

The caution which guards against imposture is, however, connected in the north with openness to conviction, and hence a large church was crowded, when it was found that the system might be put to the test. Ingenuousness was also observable, for whenever objections were removed, candid acknowledgment succeeded; and, in consequence, the committee obtained, from the success of the examination, a sufficient sum to make a beginning. The authorities very kindly offered us "the sounding aisle" of the Old Abbey Church, but the dampness and echo were unfavourable, and we, therefore, procured a convenient room. The master and mistress, natives of the town, were taught at the time the children received their first instructions. The former was taken from *the loom*; but while at work he had always kept a book by his side, and had acquired, by native acute-

ness and persevering effort, a considerable knowledge of geography, mathematics, and natural philosophy. He needed some training in other respects, and with this became an intelligent and efficient teacher.

At the end of the usual time, the infants were taken to the High Church, in order to convince the people that what had been accomplished for the Glasgow children might also be done for theirs ; and our hopes of the success of the experiment were not disappointed.—The school was well filled, and much prejudice overthrown.

The first difficulty that arose illustrates the force of habit. In England, one objection to the system was the employment of *men* ; some contending, among whom is the present bishop of London, that women only should be employed when children are so young ; but in Scotland, the poor refused to send their offspring until they understood what “ the gude wife ” was to do. On this subject I was constantly appealed to by the mothers, and it was with no little trouble their objections to female teachers were removed, by the assurance, that the master was to perform the intellectual part, while the mistress was to attend to that which is maternal,—inculcating cleanliness, neatness, and delicacy. The feeling thus discovered was perfectly natural, as in Scotland, “ the schoolmaster ” is, literally, “ abroad.” There he is treated with great respect, received into the best society, appears to be next in rank to “ the minister,” and, though only the tutor of a parochial school, has generally a vacation of two months, and may be met with at watering places, seeking that health and strength which are so necessary in the discharge of

his important and responsible duties. The contrast between his circumstances and those of many bearing the same name in England is humiliating and distressing.

The mode of education, in Scotland, it may here be remarked, is very different to ours. Children of both sexes attend the same school; the boys sitting on one side, and the girls on the other; and, moreover, in many places, they often visit several schools in a day. In the morning, for example, they go to one where they learn reading and arithmetic; from thence, perhaps, they proceed to the drawing school; then, possibly to the Latin and French school; and, subsequently, to the writing school, which is almost always distinct;—each master having, it may be, four sets of scholars in a few hours. The plan thus pursued has, doubtless, its advantages; to the master it is less laborious, and to the children the change of air and scene, as well as the variety of the instruction is highly beneficial, and hence, too, their progress in essential knowledge, and improvement in general conduct, so that I have seldom or never seen them fight, or heard them swear. About four o'clock, scholastic engagements are ended; when multitudes betake themselves to the fields,

“And breathe the fresh and balmy air.”

The Paisley Infant School goes on exceedingly well, and as a proof that “the appetite grows by what it feeds on,” a quotation may be given from its report:—“While the pupils are admitted from the time they can run about till they are five years of age, and leave the school at six, they have generally, by that time got so much knowledge as excites in their parents

a desire immediately to continue their education, lest they lose what they have got; and even the children themselves, accustomed to school, and become fond of it, sometimes give no rest their parents till they are induced to send them to some seminary for further instruction."

As an instance of the amendment at home, produced by instruction at school, the report says,— "One little boy who, before his entrance, was extremely disobedient to his parents, soon after his admission showed towards them a complete change of behaviour. His mother was much struck with the change, and asked him 'what was the reason he formerly refused to do as she bade him, and was now so very ready to obey her?' To which he replied, 'Oh, mother, I did not know before, that when I disobeyed you, I was sinning against God! but since I went to the Infant School I know it, and if I were to sin against God, Christ would not love me, and I would not get to heaven.' "

Attachment to the school must be regarded as one effect of the lively interest taken by the children in their various exercises, and as a proof both of the *necessity* and *importance* of the improvements made on the old system. *Before*, the great desire was to be free; *now*, the utmost solicitude is discovered to continue under a yoke which is proved to be not only easy, but delightful. Mr. Wood, in his account of the Sessional School at Edinburgh, makes a similar and corroborative statement:—"When we first knew the school, the children there, as in most other seminaries, as soon as they could read tolerably well, were anxious to persuade their parents, that

they had now gotten enough of "learning," and, in consequence, were permitted to spend a most perilous interval, between the school and the workshop, in idleness, and exposed to all the temptations of a great city. Now, however, since their education has been rendered more interesting, the boys are eager to remain till a master is found for them. On various occasions, have we had conversations similar to the following with their parents: "Our John's a braw reader and writer, and coonter, but he's no' for coming awa' frae the school." "What do ye mean to do with him?" "Just let him do what he likes till he gangs to a trade." "Are you going to send him soon to a trade?" "Eh, na! he's no' near auld enough for that yet." "Is he not then much better here than wandering about idle in bad company?" "That's very true; I dare say he's quite right himsel'; we'll e'en let him bide." The consequence is, that the boy generally remains till he enters upon his apprenticeship, without even a single day's interval; and is thus preserved from one of the most perilous situations in which youth can possibly be placed. These facts appear to me of no ordinary importance. Let them be duly weighed by every patriot and philanthropist. They prove that a course of mental, moral, and religious culture may be continued from the time children can walk to that in which they enter on the engagements of active life, and that with pleasure to themselves: thus preventing incalculable evils, and producing an immense amount of good:—a result mainly attributable to what some, who suppose that what is *old must be best*, stigmatise as "modern innovations;"—yet one which may well

excite the warmest gratitude to God and stimulate to exertions of the same kind still more energetic and persevering.

From this digression, I return, to remark, that the depressed state of the trade of Paisley prevents the increase of schools which would otherwise be erected.

The town is very populous, the people are exceedingly acute, and I am inclined to accord most fully in the tributes paid to their mental eminence. I regretted to observe so great a number of dealers in spirits ; and of shops having private rooms attached, affording, as they do, such great facilities for illicit intercourse. The popularity of Burns may be inferred from the numerous signs there are of his "head." I observed only one to the unfortunate Scotch poet, Tannahill. Paisley is, however, exceeded by Glasgow in its trade in whiskey. I observed in that city eleven shops for that article, side by side, without a single house or door intervening.

I was much struck, during my stay, by the number of fine young women, all of whom were barefooted, returning from the manufactories in which they were employed. Their dress too was interesting : it consisted of a plaid cloak, having a hood over the head to serve for a bonnet, which was tied under the chin with a green ribbon, while the hair, quite clean and glossy, was neatly braided. At first, the sight was not one of unmixed pleasure, indeed, it was accompanied by feelings of displacency ; but so much are we the creatures of circumstances, that the impression soon wore off, and as I observed them from time to time, and marked the exquisite feet of

many, their toes retaining their original beauty, and the nails as fine as those of the hand, I was, at length, conscious of regret that my own lovely countrywomen did not, at least, adopt the eastern fashion, and wear sandals instead of shoes.

Another practice, when it was novel, was even more repugnant. Strolling one evening, I reached a cottage placed on an eminence, but disfigured by a dunghill and kennel in front, the too common companions of a peasant's dwelling in the north. On the green turf before it, two females, one about fifty years of age, and the other, perhaps, seventeen, were engaged, according to the custom, in washing their linen. The mode of operation is curious, and I should think unique. The greater part of the work is done, not by the hands but by the feet; the women were now standing in the tub, holding by each other's waists, and, as they paced round, thumping below like Italian grape-treaders, with their clothes fastened up considerably above the knee, their limbs were frothed with the spray produced by their harmonious and hearty perambulations. Amazed at this strange process, I could not resist the temptation to stop; and seeing, so far as possible, as if I saw not, I waited some time; the parties engaged taking no more notice of me than if I had been a babe.

Wishing to know something of the circumstances of these cottagers, I asked them for a little milk; when the younger female quitted the tub, without altering her costume, and, inviting me into their dwelling, proceeded to dry her legs carefully with a cloth, and then to place on the table a cup of whiskey,

with a mug of water by its side, telling me to drink the whiskey first, and the water afterwards. Having followed her directions, I took a rapid survey of their habitation. It was of rude structure; the floor was earth, some peat was burning on the hearth, and there seemed to be but little furniture. Two little children, healthy, strong-limbed, and rosy-cheeked, yet slightly clad, were gaily playing about, as if to intimate the fewness of the real wants of human nature. The inmates discovered much simplicity of character, and appeared to cherish a firm reliance on God. The elder female, who I found was the mother of the family, told me she had seven children, and that her great wish was to give them the "one thing needful,"—meaning the advantages of religious education. I particularly observed a Bible lying in the window, which appeared to have been well-used.

With the singing of the Abbey Church I was much pleased. That delightful part of worship, in Scotland, is strictly congregational; but the effect is often marred by its being in too flat a key. In the case referred to, the choir, which was formed of males and females, sat in a large oblong pew, opposite the pulpit, immediately under the desk of the precentor, or clerk, who was certainly a very efficient leader. They sang most melodiously, without any of the pomp and affectation so commonly witnessed on this side the Tweed; and, what is more, paid as much attention to the other parts of the service as the rest of the audience, and this throughout Scotland is marked and deep. *Here*, singing is too often confined, unhappily, to a few poor charity-school children

at the side of the organ ; it is to be hoped that its adoption in Infant Schools will assist in supplying what is so lamentably wanting. Impressive, indeed, is

“ \_\_\_\_\_ the full-toned psalm  
Of Christian praise.”

## CHAPTER VII.

GREENOCK—SHAW'S WATER WORKS—STEAM-BOAT AMUSEMENT  
—SCHOOL ESTABLISHED—HALLOWEEN—VARIOUS SPELLS—  
THE ALARM—THE MYSTERY EXPLAINED—TRIALS OF SKILL—  
HUMAN NATURE ALWAYS WORTHY OBSERVATION—ROTHSAY  
—THE CASTLE—QUESTIONS AND ANSWERS—THE MINISTER  
SURPRISED AND GRATIFIED—THE PARENTS MORE TROUBLE  
THAN THE CHILDREN—LOCH LOMOND—MY GUIDE—DELIGHT-  
FUL WALK—EFFECT OF SCENERY—THE PRESBYTERIAN—  
HIGHLAND COTTAGE—THE BANNOCKS—THE RETURN—AN-  
OTHER DWELLING—MY DORMITORY—THE RAMELE—DUM-  
BARTON—THE CASTLE—INDIVIDUAL INFLUENCE—FALKIRK  
—KILMARNOCK.

INTELLIGENCE of what had been accomplished at Glasgow and Paisley, soon reached Greenock, the principal sea-port town in the west of Scotland. About a century ago, it was merely a small fishing village, but in 1823, its population was 24,000, and it has since considerably increased. A view of it from the water is very pleasing. In front are the harbours and shipping; behind, a ridge of hills rises steeply at a short distance from the sea, leaving a narrow piece of level ground on which the town has been built; and villas and other handsome dwellings adorn the declivity of the mountains.

To the skill and exertions of Mr. Thorn of Rothsay,

Greenock and its neighbourhood are greatly indebted. He has caused a small stream of water to pass from a grand reservoir along the faces of the hills, and across many ravines, for the space of six miles and a half, till it reaches a spot at the height of five-hundred and twelve feet above the level of the sea, and a mile above the town, where it makes a splendid fall, equal in power to that of two-thousand horses; and greater, it is said, than that produced by all the steam-engines of the city of Glasgow. Such efforts of ingenuity and labour claim the attention of every traveller. It would yield me unfeigned pleasure to add, that the power thus acquired was fully employed, but as yet this has not been accomplished.

On reaching this town, most of the clergy and of the municipal authorities favoured me with their patronage, and the high church, visible from its lofty and commanding situation to every vessel sailing by, was offered me to lecture in. The effect of what was stated was pleasing, yet still a strong desire was expressed for the evidence of sight. On being asked if I could not fetch some children, I offered some slight objections, fearing their sickness on the passage, and the trouble that would be occasioned; but as it seemed likely that nothing would be done without, these were over-ruled, and I engaged to bring thirty. Arrangements were accordingly made at Glasgow, and the master of a steam-vessel most generously allowed them to go to Greenock without charge, on condition that they should remain at the head of the vessel.

The apprehensions previously entertained proved groundless, and the voyage was very pleasant. In the course of it, the children having nothing to do,

burst forth spontaneously, singing the following ditty, which is one of their tables :—

# LONG MEASURE—SPACE.

Take barley-corns of mod'rate length,  
 And three you'll find will make an inch :  
 Twelve inches make a foot ;—if strength  
 Permit, I'll leap it and not flinch.  
 Three feet 's a yard, as understood  
 By those possess'd of sense and soul ;  
 Five feet and half will make a rood,  
 And also will a perch or pole.  
 Forty such poles a furlong make,  
 And eight such furlongs make a mile,  
 O'er hedge, or ditch, or sea, or lake ;  
 O'er railing, fence, or gate, or stile.  
 Three miles a league, by sea or land,  
 And twenty leagues are one degree ;  
 Just four times ninety degrees a band  
 Will make, to girt the earth and sea.  
 But what's the girt of hell or heav'n ?  
 (No natural thought or eye can see,)  
 To neither girt or length is giv'n ;  
 'Tis without space—Immensity ;  
 Still shall the good and truly wise,  
 The seat of heav'n with safety find ;  
 Because 'tis seen with inward eyes,  
 The state is first within the mind.

Fortunately they pitched the right key ; and the novelty of the circumstance, together with the delightful sounds of their infant voices on the water, soon brought all in the cabin and those on the quarter-deck to the part where they were. Great delight was expressed, and the children, being requested, sang several others, and went through some of their arithmetical

calculations. Curiosity, of course, was great to ascertain who and what they were, and the passengers were evidently astonished on learning that they were poor children from one of the lowest neighbourhoods in Glasgow. They were also informed of the examination about to take place, and such was the interest excited, that several stayed at Greenock to witness it. The children acquitted themselves on our arrival as before, a school was established in consequence, and I supplied the necessary apparatus.

I happened to be here at "Halloween," celebrated by the poet Burns; and some account of the principal charms and spells of that night, so big with prophecy to the peasantry in the west of Scotland, may not be unacceptable. It is thought to be a time when witches, demons, and other mischief-making beings are all abroad on their baneful midnight errands; and particularly those aerial people, the fairies, are said to hold a grand anniversary.

The first ceremony is for each to pull a stock or plant of kail. The parties must go out, hand in hand, with eyes shut, and pull the first they meet with: and its being big or little, straight or crooked, is of course prophetic of the size and shape of the grand object of all their spells—the husband or the wife. If any gird or earth stick to the root, that is "*tocher*," or fortune, and the taste of the "*custoc*," or heart of the stem, is indicative of the natural temper and disposition. Then the runts, or stems, are placed somewhere above the head of the door; and the Christian names of the people whom chance brings into the house, are, according to the priority of placing the stems, the names in question.

The burning of "the auld gude wife's weel hoordet nuts," or nuts, is a famous charm. They name the lad and lass to each particular nut, as they lay them in the fire, and accordingly as they burn quietly together, or start from beside one another, the course and issue of the courtship will be.

To try another spell with success, the following directions must be strictly observed. Steal out, all alone, to the kiln, and, darkling, throw into the pot a clue of blue yarn; wind it in a new clue off the old one; and towards the latter end, something will hold the thread; demand, *Wha hauds?* i. e. Who holds? an answer will be returned from the kiln-pot, by naming the Christian and surname of your future spouse. Other gambols are promised to be rewarded by the appearances of these much-desired objects; and the whole are closed by a supper of "sowens;" that is, a dish of oatmeal, the seeds of which are soured, and boiled up till they make an agreeable pudding;—the sowens with *butter* instead of *milk*, always forming the Halloween repast.

While the peasantry are thus attempting to pry into futurity, the higher orders of the community indulge in various amusements. Invited to the house of a gentleman to whom I had been introduced, I found a considerable number of his friends assembled, and in the midst of an interesting conversation with two or three of the visitors, a lady entered the room, and requested me to follow her. I did so immediately, when she led me to another room, and closed the door. At the spectacle which presented itself, I confess I shrunk back somewhat alarmed. At the head of a table stood a figure, which I thought a good representation of one

of the witches in *Macbeth*, stirring up the contents of a cauldron with a fork ; on each side appeared a row of attendants well worthy the presiding genius of the scene, with scarfs on their heads by way of hood ; and in the midst of them, a blue flame arose. On my entrance, strange sounds met my ear, and at length I was told, in the Latin tongue, to be seated. But the charm was soon dissolved ; the witch of my imagination proved no other than my worthy host, who had before him a bowl of ignited whiskey, into which raisins had been put ; the flame of which had given to the countenances of the ladies and gentlemen who stood by his side, a ghastly and unearthly appearance ; and had, in fact, so disfigured them all, that I could not, at first, recognise *one*.

As soon as the flame was well-nigh extinguished, lights brought in, and my friends were fairly recognised, we proceeded to another room. In the midst of this was placed a cooling vessel, with water about ten inches deep, in which perhaps thirty apples were swimming. Each person was then directed to kneel down and seize an apple with the *mouth*. This, of course, produced great sport, a slight touch of the apple causing it to sink, and too much violence compelling the face to follow it into the water ; so, what with the disappointments, wettings, and coughings produced, there was no small share of laughter and fun ; and especially was this the case, when some, losing all patience, chased the apple to the bottom of the vessel, and there eagerly secured the prize. I was fortunate enough to seize one ; but not without a *ducking* for my pains.

The trial of skill was afterwards repeated in an-

other, and to me, more convenient way. Each person stood erect with a dessert-fork in his hand : the effort was then, on letting it fall, to pierce an apple ; sometimes it slipped aside, and stuck at the bottom of the vessel, but whenever it penetrated the centre, and they sunk together, the hand might be put in and the fruit borne away. This was succeeded by a different game. Six round pieces of wood, about two feet long, and an inch in diameter at the thickest part, but tapering to a point, were placed like the spokes of a wheel, with a string through the centre ; the whole being suspended from the ceiling. At the end of four of these radii some pieces of apple were placed, while short bits of lighted candle were attached to the others. Around this the party stood, anxious to seize the apple with the mouth, but meeting with not a few mishaps. It was my good fortune to succeed the first time. I observed some, however, only feigning to enter into these sports, reserving the failures and successes as much as possible for those who, like myself, were strangers.

Anxious to observe human nature in all its forms, I was glad to witness some of the gaieties of "Halloween," and to hear of others of lower grade. "The passion of prying into futurity," says Burns, at the commencement of his poem, "makes a striking part of the history of human nature in its rude state, in all ages and nations ;" and I may add with him, "it may be some entertainment to a philosophic mind, to see the remains of it among the more unenlightened in our own."

From Greenock I went to Rothsay, in the isle of Bute. It is most delightfully situated. Hills richly

covered rise on either side, and behind, the lofty mountains of Arran raise their bare and craggy heights towards heaven. The bay, at the head of which it stands, has been compared for beauty with that of Naples, and the salubrity of its climate has obtained for Rothsay, the name of the Montpelier of Scotland. It is therefore much visited as a watering-place, and as a refuge from the severity of winter by valetudinarians. Its castle, which is of great antiquity, is in the centre of the town. It is first mentioned in history, in 1228, when it was besieged by Husbac, whom Haco, King of Norway, had made regulus of the Hebrides. In later times it was burned by the brother of the Duke of Argyle, since which it has been suffered to fall into ruin.

Lectures were delivered in a chapel in the town; but again the adage, true to a certain extent, was used,—“Seeing is believing.” Although a great distance was to be traversed, and more formidable difficulties encountered, there was no alternative but to face them; or fail of the object I was solicitous to accomplish. A gratuitous passage was kindly granted in one of the steam-vessels going to Loch Lomond, and as the children could not return the same day, some of the mothers were taken to attend to them.

This was an entirely new group, and as we passed along the Clyde, they were exceedingly delighted by the hills, rocks, wharfs, vessels, and the endless variety of objects that met their view. When we had passed the other vessels, and the sun was rapidly increasing in power, the sailors prepared to put up an awning on the quarter-deck, and as one of them was placing a bar at the side to fix it to, a little girl exclaimed,

"O there's a perpendicular line!" A gentleman dressed in black, who I have since learned was a minister, overhearing this, went up to her and said, "*Lassie, what d'ye ken about perpendicular?*" The child, putting her fore-finger up straight, and looking at him full in the face, replied, "*Dinna ye ken that any thing up straight, like that, is perpendicular?*" "Yes," he rejoined, "*I ken that perfectly weel, but I want to ken where ye learnt it;*" when she satisfied his curiosity by telling him that it was at the Infant School in the Dry Gate.

Scarcely was this conversation ended, when, as the sailors were putting in the bent bar to support the awning from side to side, a little boy vociferated, "*O there's a curve line!*" The gentleman alluded to then asked *what a curve line meant*; when the child, bending his fore-finger and holding it up, said, "*That's it!*" Attention was now generally attracted to the spot where they were, and the children pointed out the bars supporting the chimney or funnel, as *inclined lines*. The former querist then asked if they could describe *a triangle*, when he was immediately told that it was *a thing having three sides and three corners*. Other forms were afterwards pointed out at his request, and after putting down in his pocket-book the various answers received, he wrote,—"*I never met with children of the same age, in any country, who understood so well what they had been taught.*"

As many of the passengers were disposed to interrogate them, I continued, as I did from the first, to leave them to themselves, and I was not a little amused at the speculations that arose. Great surprise was expressed at their proficiency; but some

said they were emigrants going to Canada, others that they were being passed to their parish; and, indeed, every thing seemed to be imagined, except the right. At length, from the pressure of the crowd, inconvenience was experienced, and I was roused from my observations by the sound of "Please, sir, we're sae warm!" This, of course, directed the attention of the company to me; and obtained for them full explanation. The children were then invited into the cabin, where all it afforded was liberally brought forth, and where they sung many of their pieces, and went through their evolutions, to the great gratification of the captain and the crew, as well as of the passengers. When, however, we got into open sea, many of them, as well as the mothers, were sick, and on reaching *Rothsay*, most of them were unwell; our examination was consequently not so effective as it had been, but this was unavoidable. We had much trouble to procure lodgings for the little ones, as it was the bathing season; but the next day we arrived at *Glasgow* in safety; though not till I had found far more difficulty in repressing the jealousy and intemperance of the mothers, than I could possibly experience from the children.

Fatigued and almost exhausted by these engagements, I was advised to visit the *West Highlands*, and as the scenery is enchanting, and the atmosphere so bracing, I readily acquiesced and proceeded to *Loch Lomond*.

It is nearly thirty miles long; in the middle, and towards the northern extremity, it is in some places less than a mile in breadth, but at its southern end,

it is about eight or ten miles broad. Thirty islands are scattered over its surface, some of which rise high, and most of the larger ones are richly wooded. Two of them, Inch Murrin and Inch Lonaig, are used as deer-parks. The waters of the Loch are said to have greatly increased in the course of time. Their wonders, such as "waves without wind, fish without fins, and a floating island," have passed away with similar superstitions, though many prodigies of the same parentage, as we have already seen, are still extant. Ben-Lomond, the highest mountain of these parts, rises three thousand two hundred and forty feet above the level of the sea.

Desirous, however, of becoming acquainted with the manners and habits of the people, I engaged a guide to take me further up the country than that far-famed spot. He had passed, I should think, his seventieth year,—his dress, over which his tartan was thrown, was old and tattered,—but his snowy locks gave him a venerable appearance; and his countenance was by no means wanting in native shrewdness. He had a boat, as have most of the Highlanders; in this he rowed me up creeks, and through woods, to whose grandeur none can do full justice; while I freely conversed with him on various topics. I observed, as we proceeded, a great number of foxes, and, for the first time, a wild cat. Some of these creatures are still found in several of the mountainous districts of Scotland and Ireland, and occasionally among the woods that border the lakes of the north of England. This animal has a larger head and stronger limbs than the domestic cat, its colour is a pale yellowish grey, with dusky stripes, and the eyes are very fierce. The

one I saw climbed a tree with great rapidity, and putting its head round a branch, attentively watched our progress. Some red deer, so much admired for their elegance and beauty, were near; but, as Thomson says of the hunted stag, they

“Gave all their swift aerial soul to flight;”

and were no sooner visible than gone.

After proceeding some distance, my guide intimated, very knowingly, that “a wee drap would do *him* nae harm,” and that he could take me to a spot where I might sip as long as I pleased the pure “mountain dew.” The boat was therefore fastened to a tree, to gratify his taste and my curiosity; and we had, for some time, a most delightful walk. Our way lay in part through a thicket, partially formed of the heather and briars, bedecked with beautiful purple flowers; the effect of which was heightened by the charms of animated nature. Birds all around were sending forth their carols; the trout were gaily leaping after the insects designed to be their food; butterflies of various and richest colours were sporting in the sun-beams; wild bees were eagerly drinking in their nectar, and every now and then the gorgeous dragon-fly whizzed through the air.—I paused a moment, and was impressed by the benevolence of the Deity, which has made provision, not only for the support, but high enjoyment of inferior creatures; and then the question of the Psalmist occurred with unusual force:—“Lord, what is man that thou art mindful of *him*, or the son of man that thou visitest *him*?”

Affected by what I saw and thought, I naturally sought a response in the bosom of my companion;

but those who have long gazed on a delightful landscape, a stupendous cataract, or a mountain which loses its summit in the clouds, are commonly not moved like others. A stranger is fixed, at the view of them, in exquisite delight; while all his thoughts are engrossed, and his emotions absorbed, by what he contemplates. Those, however, who have long lived in the neighbourhood of the same objects, will, in many, though, certainly, not in all instances, survey them even without attention; apparently as insensible to their beauty and grandeur as the goat that grazes on the mountain-top, or the wild-fowl that nestles in the cleft of a rock.

Such an one my guide appeared to be; but let it not be supposed that he was always insensible; on the contrary, he had many objects of surpassing interest; and the history of the Kirk,—the benevolence, fidelity, and heroism of its Reformers, would kindle at once all the passions of his soul. Of John Knox he sometimes spoke with a heart-stirring enthusiasm. Banatyne, after describing his death, said:—"In this manner departed this man of God; the light of Scotland, the comfort of the church within the same, the mirror of godliness, the pattern and example to all true ministers, in purity of life, soundness of doctrine, and boldness in reproof of wickedness, one who cared not for the favour of men, however great they were:"—but I question whether this eulogy, glowing as it is, would have been deemed by my companion, an adequate tribute to the memory of that illustrious man.

I shall never forget the glistening of his small but expressive eyes, the warm hue rising on his cheeks, and the vigorous animation of his whole frame, as if

the days of recent maturity had suddenly returned, when, stopping me in my path, and seeming lost to all but the moral dignity, fearless enterprise, and high responsibility of man, he exclaimed:—"Dinna ye ken that true releegeion should never brook to power? It's caractereezed by great simplicity, and kens naught o' the pomps and vanities—the gaudy and empty ceremonies—of this fallen world! Ye're no to be offended, mind, at what I'm saying, but I'm thinking that in ye're country ye hae owre muckle shew! We had it ance; but John Knox stripped off those trappings, and left releegeion what it should be! And did he not urge it, joost as it ought to be, on royalty itsel?"—I felt the truth and force of the appeal; and after a short reply, we continued our walk.

At length we reached a low hut; and, as it had no chimney, the smoke was issuing in a cloud from the door. On entering, I coughed violently for a few minutes, but no such effect was produced either on my guide or its inmates. On a stage, like the lower part of a bedstead, where some straw was piled, and on which a rug had been thrown, lay a man, in his clothes, who, I heard, was eighty-four years of age; while "the gude wife," who was, perhaps, twenty years younger, brought out some whiskey and bannocks, or cakes made of barley, in which the husk is retained with the meal; to which she added some water from a neighbouring spring. Nothing else, to my regret, could be procured; the cottagers subsisting chiefly on bannocks, milk, and a very inferior kind of cheese. How true it is, "that man wants but little!"

The Ettrick Shepherd has recently said :—

“ A thousand times I’ve dined upon the waste,  
On dry pease-bannock, by the silver-spring.  
O it was sweet—was healthful—had a zest,  
Which at the paste my palate ne’er enjoy’d.  
My bonnet laid aside, I turned mine eyes  
With reverence and humility to heav’n,  
Craving a blessing from the bounteous Giver ;  
Then grateful thanks returned. There was a joy  
In these lone meals, shar’d by my faithful dog,  
Which I remind with pleasure, and has giv’n  
A verdure to my spirit’s age.”

My guide munched the bannocks heartily ; cherishing a fellow-feeling with the poet, and according with our hostess, who affirmed they were “ very gude indeed ;” but they would not suit my pampered taste. On inquiry, I found the cottager’s eldest son, “ Tonal,” was gone a fishing ; and that the “ wee lads and lasses ” were peeling bark from the oaks a few miles off. I noticed a Bible, with a pair of spectacles by the side, on the sill of what should have been one of the windows. The inside of the hut was as black as that of a farmer’s chimney ; and the whole reminded me of what I had read of the dwellings of the Esquimaux.

My companion having provided himself with some whiskey and bannocks, we returned to the boat ; and towards evening we saw a house a few yards from the edge of a fine lake, which was supplied by several burns, or rivulets, having a wood on one side, and a thick underwood on the other, with here and there a vacant space of about half an acre, the Highlanders having cleared away its produce as pasture for their cattle. The house he described to me as “ maist re-

spektable ;" and assured me that I should find there the "baist accommodations ;" although it did not equal, except as to size, many an English labourer's cottage, to say nothing of those about which roses or woodbines cluster, or where the bird-cage adds to the picturesque ;—the intimation, as Bowles has remarked, of the order and kindliness of its inmates. The room into which we were shewn had in it some chairs, made evidently of pieces found in the woods, and a table in the same rough state. After some deliberation, I resolved to rusticate here ; and having ordered in my packages, containing a few things I had taken the precaution to provide for my comfort, my guide returned to his boat, promising to keep the appointments I had made.

My hostess, the only person I had yet seen, was dressed in woollen, and on desiring her to shew me my bed-room, she seemed surprised, and asked what I said. I repeated the word, "bed-room," yet she was still "oblivious ;" but on my saying, "bed, bed," she replied, "Eh ! but ye are nae wanting to gang awa to bed." I then intimated that I merely wished to know where it was, when she took me into a room, having a floor of earth, and on one side three recesses, perhaps two feet from the ground, something in the shape of a ship's berths, only wider and longer, and pointed out one in the left-hand corner as mine. The bed consisted of loose straw, heaped up at one end to serve for those luxuries a pillar and bolster ; two dirty blankets, and no sheets ! Objection and complaint were alike vain ; my only alternative was, an inn at a great distance, where, in addition to the difficulty of reaching it, I should not

have so good an opportunity of studying human character in these wild and picturesque spots ;—I, therefore, having taken another look at my dormitory, with feelings rather to be conceived than described, determined as my circumstances were not in all respects to my mind, to bring my mind to my circumstances.

In the evening I strolled out : it was delightfully serene ; the moon shone brightly on the water whence the trout were leaping gaily after the flies ;—wherever dock-weed grew, I heard the pike chasing its prey ;—and now and then the screech-owl disturbed the soothing and grateful silence of the scene. Having greatly enjoyed my ramble, I returned, and was surprised on reaching the cottage, to find my face and hands covered with pimples,—the work of a small fly, only seen occasionally and then very troublesome ;—but a little oil which my hostess possessed relieved the irritation.

Soon after, I retired to rest, and not many minutes elapsed, when, to my utter astonishment, two fine Highland girls, one about sixteen, the other perhaps twenty years of age, entered, conversing in Gaelic, proceeded very unceremoniously to disrobe,—and then took possession of the recess next to mine. To complete my amazement, the third was subsequently filled by “the gude mon,” his wife, and an infant child :—I was occupying, in fact, a part of the family chamber ;—a family which by the way, I never saw surpassed in simplicity, modesty, and contentment.

My system, at length, acquired its usual tone ; I enjoyed the humble fare which alone could be procured ;—oat-cake, eggs, whiskey, and milk ;—and, after many expressions of regard from my Highland

guide, and the simple-hearted family in which I had sojourned, I visited Dumbarton, which is seated on the Leven, near its conflux with the Clyde.

On approaching the town from the river, the view of the castle is very striking. It stands on the junction of them both, on a vast rock ; with two tops of unequal height, steep on every side. Tradition assigns it a strange origin. St. Patrick is said to have been born in Dumbartonshire, and by his success in preaching the Gospel, to have so provoked the devil that he sent a band of witches to annoy him. So violent were they, that he was compelled to flee ; and finding a little boat on the Clyde ; he went into it, and set off for Ireland. At this the witches are said to have been so indignant that they tore away an enormous rock and hurled it after him, but missing their aim, it fell harmless, and has since been changed into Dumbarton Castle !

It is supposed by some to be the Balclutha of Ossian :—"I have seen the walls of Balclutha, but they were desolate. The fire had resounded in the halls ; and the voice of the people is heard no more. The stream of the Clutha was removed from its place by the fall of the walls. The thistle shook here its lonely head ; the moss whistled to the wind. The fox looked out from the windows ; the rank grass of the walls waved round its head. Desolate is the dwelling of Morna, silence is in the house of her fathers."

A course of lectures was delivered in the town, the audience gradually increasing, but no one seemed disposed to take the lead ; and for want of such an one many a good object remains unachieved. It is matter

of regret, that the importance of the unit is often overlooked, and but rarely—very rarely—estimated aright. Of Newton, or Bacon, or Locke, it may be said, he was *but one*; and yet how much in their case, and in multitudes of others, did the individual accomplish? It may be that the reader whose eyes are now glancing over this page, has never yet ascertained with accuracy the degree of his *own* ability; or duly considered how much might be effected for himself and for others were it duly exerted. May I be excused for suggesting the immense importance of his immediately doing *both*?

At Falkirk, where Wallace contended with Edward L., I lectured to about two hundred persons in one of the churches, but with no success. The minister was favourable, and some of his friends were interested, but other influential persons declined, and I have not heard as yet, of any result.

Kilmarnock was next visited. The disappointments previously experienced acted as a stimulus to exertion, from the fear lest the cause had suffered from the feebleness of its advocate. The first lecture was but thinly attended; at the second the audience increased; and at the third, it was very good. A manufacturer in the town proposed that something should be done, and stated that he should be glad to see any gentlemen at his house, that so a committee might be formed, and the town canvassed. It appeared, however, that many were unacquainted with what had transpired: I therefore delivered a second course, which was better attended than the first; some money was collected; and, I expect, a school is built. I suggested, in one of the lectures, that it would be well for domes-

tic instruction if maps were put on carpets, so that children might be taught to go from one point to another ; and a manufacturer of those articles, who was present, engaged to try the experiment, if it should be found practicable.

## CHAPTER VIII.

AYR—DUMFRIES—MAUSOLEUM OF BURNS—FUNERAL OF THE  
POET—THE NEW MINISTER—SERVICE OF THE CHURCH OF  
SCOTLAND—DECORUM WORTHY OF IMITATION—STRAN-  
RAER—EDINBURGH—THE CALTON HILL—LEITH—ARTHUR'S  
SEAT—HOLYROOD—DR. COMBE—THE PHRENOLOGISTS—  
CANDID OPPONENT—VISIT TO GLASGOW—JOURNEY OF IN-  
FANTS—CURIOSITY—EXHIBITION AT THE WATERLOO ROOMS  
—GRATIFYING RESULT—FIRST EXAMINATION OF THE ED-  
INBURGH SCHOOL—LORD CHIEF JUSTICE CLERK—SIR JOHN  
SINCLAIR—ADMISSION OF NEW SCHOLARS—ABERDEEN—  
JOSEPH LANCASTER—SCHOOLS FOR ALL—BRITISH AND  
FOREIGN SCHOOL SOCIETY.

IN my northern rambles, I visited Ayr, about two miles to the south of which Robert Burns was born, who said so finely and truly—"The poetic genius of my country found me, as the prophetic bard Elijah did Elisha,—at the PLOUGH, and threw her inspiring MANTLE over me." It has been remarked that there was something romantic in an incident which befel him in the first week of his existence; and which seemed almost prophetic of his erratic and boisterous career. The frail tenement in which he first saw the light, which had been erected by the hands of his father, gave way at midnight; and the infant with his mother were conveyed through a storm to a neighbouring cottage.

Unfortunately I arrived in this town at the time of the races. I lectured, however, in the Hall of the Academy to the satisfaction of those assembled, who expressed a hope that I would again visit them under more favourable circumstances.

Obliged by some letters of introduction to the Lord Provost, and several persons of influence, I went from thence to Dumfries. Here, in one of my rambles, I was attracted to the Mausoleum of the poet. It is erected on the most elevated part of the church-yard, and contains a fine bust of the bard, crowned by fame, with a plough beneath. The inscription, with singular bad taste, is in Latin, a language which he said was "a fountain shut up from him," instead of in that of his native land, with which his name is identified. The assertion of one of his biographers cannot be disputed, that there was "a far better epitaph in the one he wrote for himself:"—

"The poor inhabitant below  
Was quick to learn, and wise to know,  
And keenly felt the friendly glow,  
And softer flame,  
But thoughtless follies laid him low,  
And stain'd his name."

The whole is surrounded by a palisade, adorned with unusually fine Scotch thistles; the seeds of which are often brought to this country. The gate is kept by an aged woman; who, when I was there, was unhappily so much under the influence of whiskey, as to render her remarks unintelligible. A desk with a drawer contains an album for the names of visitors, over which I hastily glanced. I turned away, reflecting on the contrast between the poet's circumstances,

living and dead :—the corpse of the *exciseman* was deemed worthy of a costly tomb ! An unusual circumstance attended the funeral of Burns as well as his birth. While it was taking place, his widow was delivered of a son who did not long survive. Of her appearance after her confinement, Allan Cunningham observes :—"A weeping widow and four helpless sons ; they came into the streets in their mournings, and public sympathy was awakened afresh. I shall never forget the look of his boys, and the compassion they excited. The poet's life had not been without errors, and such errors too as a wife is slow in forgiving ; but he was honoured then, and is honoured now, by the unalterable affection of his wife ; and the world repays her prudence and her love by its regard and esteem. A subscription for the poet's family was commenced immediately after his death. Seven hundred pounds were collected in Scotland and England, and an addition was received from India, which, with the profits of Dr. Currie's edition of his works, formed a considerable amount. His widow still lives, I believe, in the house where her husband died, in a street to which the Dumfries magistracy have given the name of 'Burn's Street.'" As a stranger, I paid her a visit. She appeared about sixty years of age, and rather reluctant to engage in conversation ; which was attributable, perhaps, to the annoyance of so many visitors. I therefore soon took my leave.

On the sabbath following my arrival, a new "minister" was to preach his first sermon in the church, near which the mausoleum is placed. I went thither, and was amazed at the immense multitude assembled. Every part was crowded to excess long before the

time for commencing the service. Not a few respectable women were standing in the aisles,—all the doors were thrown open, and the door-ways filled,—many persons were on the window-sills,—all anxious for a sight of the object of engrossing interest ;—but all were still ;—nor was there throughout the slightest confusion ; though not less than two thousand persons were crowded within the walls. The Lord Provost sat in the gallery opposite the pulpit, in a crimson-covered seat.

At length, the minister entered, but not a buzz was heard. He rose and gave out the psalm, reading with much solemnity and propriety the verses that were to be sung. Every person seemed to have a book, and as soon as the page was announced, I was surprised by a rustling of leaves which somewhat resembled the fall of rain : all the fingers of the congregation appeared simultaneously employed, and here and there might be seen some venerable forms, with fine hoary ringlets, preceding the search for the psalm by the due adjustment of their spectacles. Then every eye seemed fastened on the book, and the first verse being read again, the precentor struck up the tune. The mode of doing so in Scotland is singular. I imagined at first the clerk was about to sing alone, but I soon found it was the practice for him to utter the first notes, and for the rest of the congregation, having heard one line sung to an end, and ascertained the pitch, *then* to strike in. Accordingly, as he approached the close of the line, there was a general clearing of throats, and at the commencement of the second, the voices of the vast assemblage joined in, like the waters of a cataract suddenly increasing a

little stream to an overflow. The psalm being ended, a chapter was read, and prayer offered; then followed the sermon which was one well calculated to edify all to whom it was addressed. I was gratified to find that, notwithstanding the very inconvenient posture of many, none went away till the whole service, which was protracted, was closed. The churches of Scotland are far better attended than those of England, and that with a propriety, decorum, and solemnity, well deserving our imitation. The introduction of organs into public worship has frequently been proposed by some of the clergy, but the majority of them as well as of the laity seem always to have disapproved of the innovation. One of these instruments was presented to a church in Edinburgh and used there; hence, I understand, a warm controversy arose; and, I believe, its deep and harmonious sounds are no longer heard.

After this digression, it behoves me at once to state, that I lectured at Dumfries, that some who attended expressed their conviction of the importance of establishing a school, but that I have not heard whether this has been practically operative.

While I was there, one of the persons I had initiated into the system at Glasgow, took a party of children to his native place, Stranraer, a sea-port town in Wigtonshire, and such was the interest excited when they were publicly exhibited, that the shops were closed, and the large church was crowded in every part. Sir Andrew Agnew wrote to me on the subject, but as engagements prevented my personal attendance, I recommended an application to Glasgow for aid, which, I believe, was obtained.

I now proceeded to Edinburgh. The effect produced by its contemplation cannot be described. "Every-where," as it has been well remarked,—“all around,—you have rocks frowning over rocks in imperial elevation, and descending, among the smoke and dust of a city, into dark depths, such as nature alone can excavate.” Nature, indeed, triumphs sublimely amidst the vast masses of building which have been formed, heaped together, and conglomerated, by the mighty and almost magical efforts of modern art.

Failing to do justice to my own impressions, the following passage from a powerful writer may assist the reader's imagination of this splendid spectacle. “I proceeded at once to take a look of this superb city from a height placed just over the point where the old and new parts of the town meet. These two quarters of the city, or rather these two neighbouring but distinct cities, are separated by a deep green valley, which once contained a lake, and which is now crossed at one place by a huge earthen mound, and at another by a magnificent bridge of three arches. This valley runs off towards the æstuary of the Forth, which lies about a mile and a half from the city, and between the city and the sea there rises on each side of it a hill—to the south that called Arthur's Seat—to the north, the lower and yet sufficiently commanding eminence on which I now stood—the Calton Hill.

“This hill, which rises about 350 feet above the level of the sea, is, in fact, nothing more than a huge pile of rocks covered with a thin coating of soil, and, for the most part, with a beautiful verdure. It has lately been circled all round with spacious gravelled walks, so that one reaches the summit without the least

fatigue. It seems as if you had not quitted the streets, so easy is the ascent ; and yet where did streets or city ever afford such a prospect !\* The view changes every moment as you proceed ; yet what grandeur of unity in the general and ultimate impression ! At first, you see only the skirts of the New Town, with apparently few public edifices, to diversify the grand uniformity of their outlines ; then you have a rich plain, with green fields, groves, and villas, gradually losing itself in the sea-port town of Edinburgh,—Leith. Leith covers, for a brief space, the margin of that magnificent Frith, which recedes upwards among an amphitheatre of mountains, and opens downward into the ocean, broken every where by green and woody isles, excepting where the bare brown rock of the Bass lifts itself above the waters midway to the sea. As you move round, the Frith disappears, and you have Arthur's Seat in your front. In the valley between lies Holyrood, ruined—desolate—but majestic in its desolation.† From thence the old town stretches its dark shadow up, in a line to the summit of the Castle-rock—a royal residence at either extremity—and all between an indistinguishable mass of black tower-like structures—the concentrated ‘walled city,’ which has stood more sieges than I can tell of. —“A few paces more brings us once again upon the New Town—the airy bridge—the bright green vale below and beyond it—and, skirting the line

\* When I was on the Calton-hill, I saw seated there a gentleman about forty, who had advertised for a wife, and stated that he would be there “on view.” The publicity of the affair, however, appeared to frustrate his design.

† This edifice has since been repaired, and the gardens laid out.

of the vale on either side, the rough crags of the castle-rock, and the broad glare of Prince's Street, that most superb of terraces,—all beaming in the open yellow light of the sun—steeple and tower, and cupolas, scattered bright beneath our feet—and, far as the eye could reach, the whole pomp and richness of distant commotion—the heart of the city.”\*

No sooner had I experienced the delight of this splendid spectacle ; than the question arose what can be done ? I was a stranger, and without a single letter of introduction ; but the recollection of an incident in a voyage from Glasgow to Liverpool relieved my perplexity. Pacing the deck of a steam-packet, seven or eight months before, I observed a gentleman, as dissatisfied with the company as myself, doing so too ; this led to a long and agreeable conversation, and on mutual introduction taking place, I found that my companion was Dr. Combe. On stating the object I had in view, he expressed much pleasure at my plans, and kindly invited me to his house, in case I should be able to visit Edinburgh. Remembering this, I called upon him,—was received with the greatest cordiality, and promised, if I would lecture, the use of the large Phrenological Hall. Although I was anxious to return home, and felt more disposed to reconnoitre than actually to labour, such kindness was not to be disregarded ; I therefore delivered a course to an assembly, the principal part of whom, I understood, were phrenologists, who expressed their satisfaction, but made no effort to form a committee.† The Doctor then ad-

\* Peter's Letters.

† The following extract may gratify the friends of this science :  
 “ Having had the good fortune to spend some hours in Mr. Wilder-

vised that I should engage the George-street Assembly Rooms for another course, stating that a report of the pleasure already experienced would spread, and I should have a large audience. Just then, too, my friends in Glasgow, hearing I was in Edinburgh, sent

spin's company about eighteen months ago, we had obtained some notion of his system before we read his book. Our first feeling was that of surprise, as well as pleasure, to find that all his practical views of human nature,—for he is utterly unembarrassed by theory,—were in every the minutest point, coincident with that analysis of man's animal, moral, and intellectual nature, which it was reserved for Phrenology to *demonstrate* to be the true one; and that all the machinery of his system was beautifully adapted to the proper exercise and improvement of those powers, the activity of which, according to Phrenology, constitutes human happiness. We naturally asked him, if he was acquainted with, and had taken any aid from Phrenology; and when he answered he had not—that, till very lately, he was utterly unacquainted with that, as well as all other systems of philosophy, our wonder grew as we contemplated an effort of native sagacity, which reduced to waste paper volumes on volumes written on education, and yet more on the philosophy of human nature.

“We have now completed our Phrenological analysis of this beautiful system, and we have found every part of it to stand the severest test of the science. We have not detected a defect,—not a single aberration from nature; but, on the contrary, we find Mr. Wilderspin, with a precision which he alone has attained, and which considering his opportunities, looks like a special gift of God to an individual for a great end, calling into exercise, and thereby giving delight to, we may say, THE WHOLE of the faculties, moral and intellectual, of the human mind, and thereby dispensing to the young a sum of substantial happiness, which it forms the main object of our own labours to demonstrate may be enjoyed, on the same terms, by all ages and conditions of human beings, to the incalculable improvement of the lot of humanity.”—*Phrenological Journal*, June 1, 1830.—Editor.

me, with their usual kindness, letters of introduction to the chief magistrate and the clergy. Great encouragement followed in consequence. The audiences were most numerous and respectable. One old gentleman, however, kept muttering for a time, "The mon's mad, he's beside himsel;" but a gentleman, who sat behind, and was greatly annoyed, silenced him by saying, "It's you, mon, that's beside yersel;—do behave yersel, and be quiet!"

At the close of the first lecture, a distinguished individual rose and said, that he was much pleased with what he had heard, but he must candidly confess that he did not believe such effects could be produced. I stated, in reply, that I was obliged by his manliness and candour, that I must be allowed to reiterate my conviction of the practicability of all I had advanced, and that should the efforts about to be made not prove successful, I would return to Edinburgh, and put it beyond all doubt, by an exhibition of children, who would go through the whole.

Accordingly, a committee was formed, and I returned home; but I had not been there long before a letter arrived, assuring me that they had not been able to collect £200. and that my personal assistance was absolutely necessary. On acceding to their urgent wish, a great desire was manifested to see the System in actual operation; and if this were denied, it was obvious that the necessary funds would not be obtained. But here arose a host of difficulties; the nearest school on which dependence could be placed was that of Glasgow, forty-two miles off, and to convey children such a distance was no little task. I proceeded, however, to that city forthwith; the com-

mittee entered fully into my plans, and determined to give the children a week's holiday, that the master and mistress might accompany them, to shew that others could elicit the result as well as myself;—the parents, though unwilling to part with their "weans," none of whom were to exceed six years of age, were at last prevailed on to do so; and the coach proprietors were induced, after some notice, to let us have the whole coach.

It was, as may be conceived, a singular journey. The inside of the coach was occupied by the little girls and the mistress, who guarded the doors; outside were the little boys, some of the hardiest being perched on the roof, at the sides of which cords were put to prevent accident; and some of the very little ones were deposited in the front boot, the lid being raised to allow of their looking out. The cargo was truly a strange one, and so the coachman thought: I marked, at first, some clouds on his brow, and his lips were ill at ease; but when I promised he should not lose by his load, but that his attention and care should be adequately recompensed, he was, like many others, in similar circumstances, all civility.

Inside and out, however, all was hilarity; and as soon as we got out of the city, the powers of observation were in full exercise. "Eh! there's a bonny place! O, sic a heap o' apples!" and similar expressions, kept up a constant din; while, as they passed a prison, one exclaimed, "Eh! sic a bonnie kirk!" To attempt explanation was vain; all was wonder and delight. On changing horses, many inquiries were made. Some eagerly asked if they should ever get back again, but not a tear fell through the whole journey. The inmates of the inns came out in

crowds, asking, "where sae mony wee things were ganging to ;" and the coachman, who became exceedingly pleased with the orderly conduct of the children, though willing to satisfy their curiosity, was glad to mount his box, and escape the annoyance.

The descent of the first hill required, of course, the wheel to be locked ; this occasioned the children behind some surprise, and I was saluted with the cry, "Eh ! maister, maister, this wheel is nae ganging, this wheel is nae ganging !" but I was soon able to relieve their fears. The day was very hot, and we did not reach Edinburgh till the time announced for the exhibition ; so that the children had to encounter the additional disadvantage of walking immediately from the coach to the Waterloo Rooms.

Two other day's examination had also been determined on, and the effect of the whole may be judged of from the following quotation from an Edinburgh paper, written by whom I know not, and, therefore, an article which may be considered strictly impartial :—

"The experiment of exhibiting a detachment of children from Glasgow, trained on the Infant-school System, succeeded beyond the expectations of the most sanguine. The Waterloo Rooms were filled, each of the three days last week, with an intelligent and fashionable assemblage, who enjoyed a high treat in the lectures, and a still greater in the feats of the infants. Of the latter there were none six years old ; the average age being about four and a half. Never were scholars better drilled, more *in hand*, more alert, attentive, and ready ; and whether the exercise was reading, spelling, explaining in natural and scripture

history, mental calculation, rapid enumeration of little balls shewn by one of their monitors, and sung very sweetly,—geometrical figures, illustrated by objects pointed out by the infants in the room, such as five circles in the lustres, a perpendicular in the chain, a horizontal in the floor, &c.—the compass—the clock—whether they sat, or rose, or faced, by whistle, beat time, sung, or marched, shewing by signs as they moved with measured step to their own song, how they sow the corn, and reaped the corn, and thrashed the corn,—they were equally at home. But this astonishing exhibition of intellectual progress is but an *accessary* attainment of the Infant-school System. Its *permanent* end and object is *moral* training, for which it is the first scholastic system which has made positive provision—indeed, which could effectually do so, seeing it is the first attempt to mould the *dispositions* at that very tender age when alone they can be moulded. But it is a transcendant discovery for the well being of society, of which the present infants are to be the future men and women, that it has been demonstrated not only practicable, but easy, to do so from two to six years of age; and with 20,000 children it has already succeeded. It was, of course, impossible to exhibit specimens of the advance of the infants in truth and justice, in gentleness, self denial, and generosity; but all present remarked in their infantine faces that sort of expression which comes, and can only come, from the cultivation of the higher feelings of human nature; and there followed, the invariable result of that expression, a sympathy with the little creatures (and, be it remembered, they are the children of the lowest class in Glasgow, and

might, by this time, have been pilfering), as they clapped their hands to a song with joyous countenances: and there followed a degree of affection for them that drew tears from many, and gave ready ear to a proposal for a subscription for their benefit, which was received with hearty acclamation. The company were the better prepared to give full credit to a number of anecdotes told by Mr. Wilderspin, illustrative of the moral progress of the interesting little communities which he forms; their honesty and kindness, and the practical prevalence of the rule 'to do to others,' &c. An incident occurred confirmative of this, which may now be told:—A little fellow, named Peter, a leading monitor, although he appeared, and he alone, *barefooted* (a proof of no great *getting up* in the exhibition), was soon a marked favourite with the company; and, as was to be expected, Peter was a *shod man* in prospect in a few minutes; some ladies having put the money into his master's hand.\* On going home, the other children were informed, and the whole danced with joy, that Peter was to have shoes and stockings; and they would not eat their dinner without a promise that they should go in a body to the shop and see Peter provided. The remaining doubt with the contributors to Peter's equipment was, whether he, Peter, would feel at home in these unnatural appendages, and, upon the whole, obstructions to nature, called shoes; but Peter belied all calculation, by appearing next day as much at his ease in his new attire as if he had

\* In fact, a considerable collection was made, which was suggested by Lady Mackenzie of Balesfery.

worn it all his life. He resumed his place on the monitorial rostrum; and, in going to it, strode with an audible energy of *sole*, which seemed to speak the most grateful feelings to his generous benefactors. Many other little incidents occurred, having a mixture of the diverting and the pathetic, which held the company in a very excited state of interest for the whole two hours each day."

A considerable part of the examinations was conducted by the master, and at the close of the whole, the gentleman already adverted to, as doubting that such results could be produced, arose, declared himself perfectly satisfied, and engaged to promote the object to the utmost extent of his ability. Mr. Simpson, the advocate, also delivered an impressive speech; and myself, together with the master and mistress, received the honour of a vote of thanks. The infants, who were under the care of four matronly females, returned home safely on Saturday in the way they came, "greatly delighted," as the writer of the foregoing paragraph says, "with all they had seen, but unanimous in *their* preference of the lustres in the-Waterloo rooms to all other existences and phenomena whatever;" their parents were, of course, in high glee; and even the coachman asked, "when they would go again." Great and zealous exertions were now made; the plan was cordially approved by the present lord advocate, the lord provost, Drs. Brunton, Morehead, Jamieson, and Chalmers; the sheriffs of Edinburgh, Forfarshire, and Peeblesshire; and by several of them it was eloquently advocated; a school was established, and the following is an extract from one of the papers,

detailing at length the circumstances of the first exhibition :—

“The novel and interesting spectacle which took place yesterday excited an interest which seemed to pervade the whole community. The streets through which the infants, above 150 in number, passed, were crowded as on a holiday. They came along in mimic procession, all neat and clean, with nosegays in their hands, to an expecting assemblage in the Waterloo rooms, which overflowed long before two o'clock, and from which multitudes on foot and in carriages went away, insomuch that it is computed that only half who came obtained admittance. When the lord provost, the lord justice Clerk, and a number of the magistrates and the directors had taken their places, the children were introduced to their gallery, which rose by steps half way up the room, and after shewing much wonder and delight with the rooms, and especially the lustres, and then the company, were asked if they would part with their nosegay. Instead of crying (the eldest under *five*, and many under *two*), they all cried out “Yes, sir.” “Then throw them down.” Down they came. Hands were shewn, fingers twittered, time beat, attention called, and all were awaked and steady. They sung a hymn very sweetly. Lessons followed in numeration, in letters, in naming geometrical figures. Scripture stories were told, one half by the children themselves—the pence table—weight and measure table—grammatical exercises were sung to pretty tunes, and to prevent flagging or sleeping, attention was called repeatedly to little amusing exercises, in which every limb of the

body was put in requisition, and all stood revived and fresh for farther business. The spectators were astonished with the progress of one month, and the innocent and joyous manners and movements of the children,—all tending to a wise and truly philosophical end,—moved many to tears.

“Mr. Wilderspin explained that many might think the manner of treating the children childish, but all must observe, when it is practically shewn, how well it works, and how essentially necessary it is. The variety of diverting ways in which Mr. W. kept up, and when he had lost it for a moment, recovered the attention of the children, produced much mirth as well as admiration.

“While a bun (*Scottice* cookie), each was given to the children, which they received with much applause, Mr. Wilderspin stated to the company that what they had seen was only a specimen, and a specimen of one part, and that a subordinate one, of the Institution, namely, the intellectual training. The moral training must be seen at the school itself. The trial by jury, in which the little creatures judge of delinquencies, and pass a mild sentence, the regard to property—for a box edging alone keeps feet off the dressed border, and hands from the flowers and fruit blossoms of the playground, and, in due time, from the fruit—the kindness and the politeness, the cleanliness, and the happiness of the children cannot be exhibited in the Waterloo rooms. He begged his hearers ever to keep this in mind, that the Infant-school System is meant paramountly to train the *heart*, and only by the bye the head. That children are not too young *to act*, although too young to speak; and that vices and crimes are ac-

tions, not speeches. At five, certainly at six, it is too late to mould the disposition with that ease which is practicable earlier. He concluded by inviting the public to visit the school, and be cured of any remaining prejudice on this important subject."

Mr. Simpson then followed, stated what had been done, and proposed that the exhibition should be repeated that day week.

"The lord chief justice Clerk had much pleasure in seconding the motion. His lordship said he was much delighted with what he had seen. He confessed he had entertained doubts of the practicability of the Infant-school System. These doubts had this day been removed. If in one month so much could be done, what might not be expected from further training? He now doubted no longer, and anticipated, from the extension of such schools a vast improvement in the morals and religion of the humble classes. He concluded by moving a vote of thanks to the directors and to Mr. Wilderspin."

The exhibition was repeated at the time appointed. The Rt. Hon. Sir John Sinclair, Bart., in the necessary absence of the lord provost, was in the chair, supported by principal Baird, Dr. Jamieson, Dr. Abercrombie, and other distinguished persons. The chief part of the exercises was conducted by the master of the school.

Sir John Sinclair expressed himself astonished at the results of five weeks' labour, and said:—"I have never seen a greater prodigy. I too have had my prejudices,—my doubts of the possibility of infant training,—but these doubts have now vanished, and for ever. I am especially delighted with the arrange-

ments made for bodily exercise, and connected with mental and moral improvement. It is 'seria mixta jocis,' but there is practical sense in the seemingly most frivolous part of the plan. I trust the time is not far distant when there will be many such Institutions." He was then pleased to propose to me a vote of thanks.

To the quotations already made I feel disposed to add the following :—

"Having heard that a fresh band of little barbarians was to be admitted into the ranks of the Infant School at the Vennel, we went there on Monday by ten o'clock, to have an opportunity of comparing the wild fowl with the tamed, and witnessing the magical influence by which we had heard that that —— person, Mr. Wilderspin, can bring order out of such confusion as we expected to witness. We found the hall crowded with the little candidates and their parents ; the latter manifesting an anxiety for admission, and a fear of rejection or postponement, which demonstrated that the Institution has obtained popularity among the humble classes, even beyond expectation. As sixty-four infants were admitted, our readers may imagine the scene that ensued when the *mammies* were requested to withdraw, as a necessary step to the commencement of their children's education. We were deafened by the sounds of inconsolable woe which came from every part of the gallery ; and diverted with the composure of the large admixture of infant *civilization* with which it was also stocked. No new comer thought of leaving the gallery, but the whole *sixty-four* sat and roared in their respective places, refusing to be comforted ! Mr. Wilderspin's

voice was just heard and no more, when he called out, 'Now for our experiment, I have never seen it fail yet!' By *visible* signal, for hearing was impossible, the whole of the *ancients* sprung to their feet, and gave several well measured rounds of clapping of hands. A pause ensued, and the lachrymists were reduced to three, while the mouths and eyes of all the rest opened, and remained for what should next befall. A song was sung and time beat, and one voice only was heard weeping; the tears were evidently disappearing from all the other cheeks, for

'The tear on childhood's cheek that flows,  
Is like the dew drop on the rose;  
When next the summer's breeze comes by  
And waves the bush, the flower is dry.'

Again, smith-work was to be done, ropes pulled, wood sawed, hands up, behind, before, fingers twittered, and we marked many of the *moderns* attempting to join. The *whole* could now rise up and sit down by tinkle of bell, and their consciousness of power so much delighted the new comers, that most of the faces had relaxed into a smile. Mr. Wilderspin then said, 'Now I shall have no more trouble with the new children; imitation and their trained playfellows will do the rest.' On this assurance we came away, just as one unhappy wight softened again, and was by us 'left crying.' The total number now is two hundred and sixty, which leaves no doubt that, after the outset expenses are paid, the model Infant School will sustain itself, and we should not despair, from a sinking fund, by a little annual aid, to extend the blessings of the system. We are

glad to hear that the subscriptions are prospering, and no wonder, considering the sensation."

I now acceded to earnest solicitations, and delivered a course of lectures at Aberdeen, the principal city in the north of Scotland. To take children thither was absolutely impossible, but without them, considerable effect was produced. A public meeting was held in the court-house, to consider the expediency of establishing Infant Schools; Sir Michael Bruce, Bart., of Stenhouse, took the chair: and luminous and impressive addresses were delivered by the president, Mr. Bannerman, and other gentlemen. A spirited account of the System was circulated, a large sum collected, and a school commenced.

I dined here with a gentleman, who stated, that some years ago he had entertained Joseph Lancaster. Of him it was strikingly said by the late Bishop Horne:—"Dark as is the prospect, a ray of light has broke in upon it, and that from an unexpected quarter. An institution has been set up by a private individual, to the excellency of which every man who loves his country must rejoice to bear his testimony. From small beginnings it has increased and diffused itself in a wonderful manner. The sagacity of the wisest cannot foresee how much good may in the end be done by it, and how far it may go towards saving a great people from impending ruin. At the moment in which I am speaking, no less than 100,000 pupils are said to be in training under its care. There may be soon ten times that number, and if it finally succeeded with half, then 500,000 honest men and virtuous women, duly mingled in the mass of the community, will make a great alteration, yea, accomplish incalculable good."

How deeply is it to be regretted that sound discretion did not guide one able and willing to accomplish so much ! I felt a melancholy pleasure in gratifying a lady who particularly wished me to add my name to his in her album. Little did I think when he was in his zenith, that I should ever be a humble follower in his steps. With one part of his system I was always charmed, and so far from the feeling diminishing, it is even now increasing in vigour,—I mean its freedom from all shackles,—its entire exemption from sectarianism,—its benevolent and catholic spirit, which urges not merely to the establishment of schools, but "*schools for all.*"

Often have I regretted that this is not universally discoverable. There are still some who wish to confine the element of water to their own well, and to find the full-ripe corn only in their fields :—with them, I confess, I have no sympathy ; on the broadest principle I have hitherto laboured ; and on that and that alone, I propose to act through the remainder of my life.

The system of the British and Foreign School Society, which is formed in part on the plan of Joseph Lancaster, has, I rejoice to find, been of late greatly improved. To the former course have been added Object-lessons, Geography, and Geometry ; which I conceive to be admirably adapted to develop and store the youthful mind. In proportion to the variety of instruction afforded will be the delight and improvement of the pupils, from the mental diversity they discover. For want of there being something adapted to the bias and taste of certain children they have been left, according to the old method, uninstructed ; while wherever the opposite plan is pursued, the aggregate

of benefit will be great. The visitation at certain times of a well-informed person as inspector, is calculated to be highly advantageous, and the committee have done well in making this appointment. I shall be glad when Infant Schools are under such observation.

## CHAPTER IX.

LEITH—DUNDEE—FORFAR—ARBROATH—THE LUNATIC ASYLUM  
—INTERESTING INMATE—THE MADRAS SYSTEM—NATIONAL  
AND INFANT SCHOOLS COMPARED—JOURNEY TO WALES—THE  
HILL OF ICE—ANOTHER MISHAP—DRESS OF WOMEN—POWER  
OF CUSTOM—HAVERFORDWEST—PATRONAGE—SUPERSTITION  
OF THE PEASANTRY—ST. ELLAN'S WELL—SUCCESSFUL IMPO-  
SITION—TESTIMONY OF WITNESSES—FURTHER EVIDENCE—THE  
CORPSE-LIGHT—MENDICITY—THE HUNT—RESULT OF THE  
CHACE.

As I was returning from Aberdeen to Edinburgh, intending to take ship for Liverpool, I was met, in one of the streets of Leith, by a gentleman, who inquired if I did not mean to do something *there*? My answer was, that as it was so near Edinburgh, where so much had been accomplished, I thought it unnecessary. He differed with me in opinion, and introduced me to the chief magistrate, who was much interested in the object, as were also many of his friends. Much to my surprise, the audiences were larger at Leith than any to which I had previously lectured; and as a desire was expressed that the poor should be made acquainted with the system, I sent for some children from the school at Edinburgh, and delivered a gratuitous lecture, in one of the largest churches, which was excessively

crowded. A committee was formed, but I am not able to report what they have accomplished.

I spent some time while here with Mr. Gall, who has done so much for the young, and found him most intelligent and agreeable. Among his inventions is a method by which the *blind* may be taught to read and write.

Whilst on a visit at Glasgow, a friend received a letter from Dundee, stating that some ladies were anxious to establish a school in that town, and, as it was considered desirable, I proceeded thither. On my arrival it was thought that the needful information had better be communicated by lectures, which were, consequently, delivered. In these the lord provost and the clergy were interested, and by them some effect was produced. I had the pleasure of meeting here the sheriff of Forfarshire, whom I had seen in Edinburgh, and who favoured me with letters of introduction to several places. A course of lectures was also delivered in the town-hall of Forfar; which was attended by the magistrates and clergy; but the audiences were not numerous. A strong desire was manifested to put the plan in operation, but nothing was effectually done during my stay. A school has since been established. Nearly the same things occurred with the same results at Arbroath, the ruins of whose abbey are strikingly picturesque, but that town has now a school.

During my journies in this direction, I visited a Lunatic Asylum, and stayed for more than an hour within its walls. I was first shewn the male side; here the patients are numerous, and while I was in a hall, where some of them walked for several hours

a day, and the keeper was engaged, a person approached, and after various remarks, described some of those around us. One, he said, had been captain of a vessel and considered an excellent officer :—I marked him, with his hands fastened on his breast by leather straps, pacing backwards and forwards with an air of great importance, as if on deck ; but evidently too much absorbed to notice others. He had been there five years. Another, who had been an inmate ten years, I was informed had been a clergyman ; he frequently addressed all he could assemble in one corner of the room, sometimes with a degree of propriety ; but at others with great irritability and vehemence. At that moment, he beckoned some to him, and struck up a hymn ; he had one of the most delightful voices I ever heard, its compass too was very great, and some of its sounds were exquisitely touching. As my companion was proceeding with his descriptions, his countenance suddenly changed, and his conversation had a different tone ;—instantly the fact flashed on my mind—I had been conversing, for at least a quarter of an hour, with a *lunatic* ;—but just at that moment the keeper advanced—pushed him away, and ordered a slight bandage to be placed on his arms. It appeared that I had met with him in one of his lucid intervals, when he talked very rationally, but the keeper saw a paroxysm coming, and providentially advanced to save me from injury.

On the female side, I witnessed raving madness—a sight too appalling to describe, and the very recollection of which is agonizing. I observed also one young woman, whose form and face were perfectly beautiful, sitting at a wheel, and spinning flax. She

took no notice of visitors, but worked and laughed as if all cheerfulness. The matron went up, patted her cheek, and said, "Well, my love, how do you do?" her reply was, "Charming! charming!" Poor girl! she had been there six months. I had seen her in a joyous mood, sometimes she was deeply serious, and at others melancholy. Her history though brief was touching. She had received the addresses of one she loved for three or four years, but their parents interfered from some inequality in property; *he* was sent abroad, where he died;—and *she*, one of the loveliest of her sex—is *here*! I could not refrain from tears as I gazed on this wreck of mind;—what is its worth when sound and vigorous;—what a terrific privation is its loss!

About this time I was requested to go to St. Andrew's, the birth-place of Dr. Bell, who has been so zealous and successful in establishing the Madras system. So enamoured, indeed, are many of it there that I was frequently asked if it were *that* I was engaged to promote? These predilections were, however, soon set aside; and I was allowed to lecture in the town-hall. Several of the professors who attended were perfectly satisfied, as were most of the audience, and it was resolved to have a school on my plan. Afterwards, however, Dr. Bell, offered a large sum for a school on his system, and that intention was set aside.

Whenever the Infant System is carried into full effect, the National School System, as it is now, can do little in my opinion for the further development of the minds of children. Its non-adaptation to this purpose has already been perceived by many, but so

far from this operating to its improvement, I have found more than once a weakening of the Infant System to render it more congruous. As a proof that a contrary course is necessary, I have had as many as twelve of my own scholars come back at one time to the Infant School on the half-holiday on Wednesday, entreating to be admitted for that time, and esteeming acquiescence a great favour. The masters of schools at Liverpool, Manchester, Newcastle, Bath, Bristol, &c. &c. have told me the same. I have asked too, many masters of National Schools what they have thought of children educated by the Infant System, and their answer has been that they liked them very much, except that they were too apt to contradict the monitors, and were more restless than others. Now the latter is a natural consequence from the contrast which appears between the vivacity of the one system and the restraint of the other; but if, as we have seen, it is necessary and important to the former, would it not be well to infuse a portion of it into the latter? As to the other objection it would have some force if the monitors were *always right*; then insubordination would, indeed, be an evil, but if the monitors may err, and *do* beyond dispute, I am far from seeing any thing wrong in the exceptions of a child who knows it to be so; I even think it meritorious, and lament that for want of discrimination many a child has suffered innocently.

I now determined to go into Pembrokeshire, and accomplished the journey from St. Andrew's in a gig, though in the depth of winter. I stopped in all the towns through which I passed, called on the clergy, distributed circulars, and had some favourable oppor-

tunities for observing the habits of the poorer classes of the people. I went the nearest way according to the map, but it proved to be through unfrequented roads. So heavy were the hills and so deep the ruts as materially to injure the horse and gig; and very frequently I had to get out and walk, and even to push behind. My only companion was a white terrier, who, in one of my journeys, had just lost his master, and then attached himself to me; and has since accompanied me through a considerable part of the United Kingdom.

In a wild and mountainous part of Wales, where no house could be discerned, and with a strong and bitter wind full in my face, I was nearly at "my wit's end." I had reached the top of a very steep hill, the whole descent of which had become, in consequence of a heavy fall of rain, and the severity of the weather, one sheet of ice. To get the horse down it in the gig, or to lead him down without it, was utterly impossible; and for some time I could not imagine what should be done. At length, the following expedient was adopted:—The horse being a good leaper, I got up a steep bank through a hedge into a field; he followed me, taking half the bank at the first bound; I then led him, though up to my knees in snow, safely to the bottom, and tied him to a tree. After this I had to return for the gig. I tied the wheels; but such was the steepness of the declivity, that had I set it sliding it would have been broken by the velocity of the descent; I therefore took the reins with as much cord as I could find, fastened the end of these to some bushes, or great stones, at the side, and then allowed it to glide gently down as far

as it could ; guiding it at the same time behind, and having many falls, from the speed and force with which it went. Having reached the length of the reins and cord, I scotched the wheels by knocking holes in the ice, so that they and the ends of the shafts might have a safe bearing, while I fastened the reins and cord to something immoveable. Again and again this was done, and after two hours manœuvring and toil, the gig was brought down safely. But this was not all, for I had then to encounter another mishap : some black cattle had passed and frightened the horse, who, in consequence, had broken his bridle, and was gone, I knew not whither. After some effort, I found him about a mile off ; most fortunately he had not kept the high road, but had gone up a lane which had a gate across, and thus stopped his progress. The journey was then resumed ; but through this rugged road, "the entertainment for man and horse" was miserable indeed ; the fatigues of the traveller being increased by the toils of the groom.

The employment of women in the principality soon catches the eye. They may constantly be seen driving horses, loading manure, rowing boats, and performing other drudgery ; while their robust forms and the hats, like those of men, which are worn, render it often extremely difficult to distinguish the sex of the labourers. This circumstance was, however, once turned to good account. In 1807, some French frigates landed about 1200 men at Fishguard, a sea-port of Wales, where it is said, the authorities assembled all the women they could, wearing red shawls, and on the French soldiers appearing, they started up from a partial concealment like so

many troops, and at the sight, the invaders surrendered.

This fact will suggest to some readers another related by Descourtilz. During the French revolutionary war, the English were expected to make a descent on St. Domingo, and a negro, having perceived a long way off what he supposed to be the British troops, started off to Gonaïves, vociferating, as he ran through the streets, that the English were come. On this alarm, the commandant of the garrison instantly sounded the tocsin, doubled the guards, and sent a body of men to reconnoitre the invaders, but he soon found by his glass that it was only a troop of *flamingoes*, ranked up and preening their wings, their long necks being mistaken for shouldered muskets and their scarlet plumage for military costume.

On Sundays, the women wear hats as usual, but are neatly dressed with long sleeves and clean caps, and despite of the peculiarity, many of them look, as many of the fair *must*, whatever be their dress, exceedingly interesting. In the places of worship these hats are worn, while those of the men, though exactly the same, are not allowed to cover their heads, notwithstanding the exposure of many from the thinness of their hair, and particularly of the aged from its loss, to the cold damp atmosphere of the ill-attended churches in Wales.

Thus adverting to what strikes a stranger as soon as he enters the principality, I may proceed to state, that soon after the adventure of the descent, it thawed suddenly, so that the gig was nearly up to the axle in mud and the horse was unable to draw, unless I, most luckless wight, assisted him by pushing behind.

In addition to all this, a ferry, about half a mile in breadth, was to be crossed, and the boat could not get near the land lest it should be aground. It was now nearly dark, an awkward time for such movements; but I was compelled to walk into the water, leading the horse, and then to lift his foreleg into the boat, and after no little trouble and a loss of time which made the men exceedingly ill-tempered and profane, he sprang in. At length I reached Pembroke in safety by way of Narbeth.

A few days were now given to rest and correspondence with influential persons; but all had unfortunately some excuse for inactivity, nor could I even obtain the Town-hall for the delivery of lectures. Having heard much of Haverfordwest, I went there, hoping to be successful; but though I called on all parties, none would even promise an attendance. I thought, however, an effort should be made, resolved on applying to one "dressed in a little brief authority" for the Town-hall, went to his house, and did all that was practicable to obtain an interview, but in vain. I sent in a message by the servant stating my object and wish, and she returned to ask me for "a bill of the performance." At last, though the *worthy* personage was quite disengaged, the answer was returned, that he could not see me, nor let the hall for any thing of the kind, but that *he had no objection* to my lecturing at some tavern. This most *gracious* and *condescending* intimation, on which, of course, I set my own value, was rendered remarkable by the fact, that he had just before granted the Town-hall to a *French Conjuror*.—truly in this case at least, the professor of "hocus pocus" obtained a patron worthy of his art.

Discouragement is often the lot of those who labour for others; but this should not be allowed to paralyze their energies. If, in some instances, where success was anticipated, failure appears, in others, where little or none was expected, it may yet arise. Our business is, "to be up and doing," and the words of the poet are deserving remembrance:—

"Sow then the seed—that seed will spring, and give  
Rich fruits and fairest flowers, that will survive  
All chance, all change; and though the night may come,  
And though the deeper darkness of the tomb,  
A sun more bright than ours shall bid them grow,  
And on the very grave hope's buds will blow,  
And blow like those sweet flowers, that, plucked, ne'er lose  
Their freshness, and their fragrance, and their hues."

Various disappointments attended my visits to other towns,—nothing could be effected,—and all hope of success in Wales was well nigh extinguished. The state of the population, however, appeared to need the greatest exertion. The superstition that prevails almost defies belief. Of this an instance or two shall be given. The following will illustrate the state of the *peasantry*. There is a well near Abergeley, consecrated to St. Elian, and celebrated in history and song, which has been the scene for ages of unnumbered and scarcely credible impostures. A few years ago, the magistrates of the county prosecuted one of the high priests of his saintship, who, in consequence, was found guilty of fraud, and consigned to prison. For a time, the celebrity of St. Elian and his protégé died away; but it has been latterly revived by a person named Evans, who commenced business near the same spot. He had a shallow well on his pre-

misses, which he called Ffynnon Elian, and put into it a large quantity of pebbles, slates, and stones, inscribed with numberless initials and names. No sooner did he hear of the sickness of any poor person, or of any one visited by misfortune, than he contrived to let them know their names were in the well, and that nothing could relieve them except they were taken out. Of course, this could not be done without money; and many hundreds of ignorant people were known to travel on foot thirty or forty miles to seek relief; and that in the most distracted state of mind. Nor was this all; he pretended that he had power to put any person into the well, thus bringing upon them affliction and distress; and to take them out for money whenever he pleased. The consequence was, that ignorant persons were led to charge their misfortunes on the malignity of their neighbours, thus producing dreadful strifes; while hundreds of equally infatuated persons gave their money to this man, to gratify, as they thought, their own spite.

This impostor was, however, brought to justice. On his trial, a female, named Davies, stated as follows:—"She went to him to know if her husband's name were in the well. He said he would see, and sent a girl out with a man, who soon returned with some pebbles and slates, on which various initials were written or engraved. He looked at them attentively, and said my husband's name was not among them. The girl was sent a second time, and she brought back a dish half full of small pebbles, which were thrown upon the table by the prisoner. I picked out one from among them marked R. D., and asked

him if that was meant for my husband. He looked at it, and said, 'Yes.' I said to him, 'Did you put my husband into the well?' He replied, 'No.' I was not satisfied, and told the prisoner I did not think it was my husband's pebble; but he insisted that it was, and the water would prove it. Both of us went to the well, and he took some of the water out in a lead vessel, and bade me drink it, which I did. He then said there was no doubt that the letters on the pebble meant my husband, and that when I returned home, I should find him better, and that ten shillings was the lowest price he could charge for taking my husband out of the well. I said I had not so much money, but would procure it, and return as soon as I could. By his permission, I took the pebble home. He cautioned me not to shew it to any one; and in answer to my inquiry, what I should do with it, he said, I must bruise it, mix it with salt, and throw it into the fire. He said he knew who brought the illness on my husband, and that he could, if he thought fit, put him into the well, and afflict him with any disease or misfortune. I said, 'Pray do no such thing, for I leave it to God to deal with the person who has punished my husband, and caused all my sufferings.' "

The testimony of the brother of the sufferer throws still further light on the movements of the impostor. He went with the last witness to him, and thus describes what took place: — "The prisoner took some water out of the well in a leaden vessel, and told me to drink it, and at the same time to thank God and St. Elian for the cure of my brother. I did so; and then agreed to give him seven shillings for a

bottle of the water to take home. He ordered me to throw the money into the well, which I did ; but the prisoner took it out before it reached the bottom, and put it into his pocket. I then asked him how he knew that the R. D. meant my brother ? He said, by the colouring of the water. He then began to discharge the water from the well, and I observed him stir up the mud on one side with his right hand, which rendered the water muddy. There, said he, the water changes colour, to shew you that the pebble taken out means your brother. I asked the prisoner if he knew who had put my brother into the well. He said no, but there was a book in the house that would tell. I went into the house with him ; he then put a book on the table and a pack of cards, and asked my sister-in-law if she suspected any one more than another. She said she did. He then told her to whisper who it was into my ear, and when she had done so, he opened a book, and there appeared two circles. My sister cut the cards, and there turned up the three of diamonds ; the prisoner then uttered a deal of *miraculous* words, and at last decided that the person suspected was not guilty."

The humbler classes, however, are not the only dupes of superstition. Respectable farmers will speak with all possible gravity of ghosts, witches, hobgoblins, and fairies ; and whenever a horse or cow dies, it is commonly attributed to the power of some spell. For the sake of experiment, I prepared a light which would burn blue, placed it among the boughs of a tree, and secured it against the trunk, by a piece of thread and two small fish-hooks :—when I was the inmate of a house, not a hundred miles from Car-

marthen. I had previously ridiculed the notions entertained, and heard that they were losing their influence, yet no one, on observing the light, had courage to inspect it; it consequently burned out as I wished; and was the innocent cause of much commotion in the neighbourhood. Soon after this, some person died, and, strange as it may seem, *my* blue candle was pointed out as the "corpse-light" of the departed! Doubtless, many a glow-worm, or ignis-fatuus, has given rise to similar imaginations; and some effort was necessary to restrain my feelings, when I heard the light in the tree declared, in the most respectable society, to be the certain premonition of that individual's decease.

In one respect, however, Wales may be placed in favourable comparison with various parts of the United Kingdom: England and Ireland especially, swarm with beggars. To these travellers are especially exposed, and remembering the forms in which mendicity appears, the words of the poet are deemed too true and graphic:—

"——Such (we will hope the lowest in the scale)

Do I remember oftentimes to have seen  
Mid Buxton's dreary heights upon the watch,  
Till the swift vehicle approach, they stand;  
Then, following closely with the cloud of dust,  
An uncouth feat exhibit, and are gone,  
Heels over head, like tumblers on a stage.

——Up from the ground they snatch the copper coin,  
And, on the freight of merry passengers  
Fixing a steady eye, maintain their speed;  
And spin—and pant—and overhead again,  
Wild pursuivants! until their breath is lost,  
Or bounty tires,—and every face—that smil'd  
Encouragement, hath ceased to look that way."

As a pleasing contrast to such a state of things, it may be mentioned, that I did not see a beggar in any part of South Wales !

One other incident must be given. Having heard there was to be a hunt in the neighbourhood, I went one morning to see a bag-fox turned out, and to obtain, if possible, a further view of human nature. I found what sportsmen term "a good field ;" a great number of respectable persons had assembled, and among them appeared a distinguished nobleman. The huntsmen with the hounds were some distance behind, while two men were seen pacing backwards and forwards in a close, one having a sack on his back. All the horsemen were then desired to enter the close, and not wishing to appear singular, I, who had never hunted in my life, went in with them. The gate was then locked, and according to the rule laid down, all followed the hounds out of the close, lest the scent should be crossed. When the fox had run for about ten minutes, the hounds were "laid on," got the scent, and set up their usual cry. Whether my horse had ever hunted, I know not, but he had been long at rest, well groomed, and therefore was in such high spirits, that to hold him in was impossible ; and as I found I must either let him go by himself, or accompany him, I preferred doing the latter ; and resolved to keep my seat as long as possible. As soon as the fox cleared the close, he took a high bank, and made a descent, of at least eight feet, into a lane. In the midst of the scramble that ensued to take the same leap, my horse became impatient, and though another with his rider had just fallen, he cleared them both, kept his feet, and continued the chase. It was pro-

nounced a very good one, and as I was in "at the death," my horse was highly praised, and this led to further conversation. I subsequently explained the object of my visit, and could the introduction thus obtained have been followed up, my efforts would have received considerable encouragement, where it might have been little expected, from the gentlemen of the hunt, who treated me with the greatest courtesy and kindness. The lady of the earl alluded to, has, I understand, opened an Infant School; and some results, yet to be detailed, are, I apprehend, to be traced to the adventure now related.

## CHAPTER X.

DUNDEE—ADVANTAGES OF GOOD EDUCATION—THE WELL-IN-  
STRUCTED IN HUMBLE STATIONS—THE IGNORANT CONCEITED  
AND UNGOVERNABLE—INCREASE OF SCHOOLS—INFANT PRO-  
CESSION—EXAMINATION OF FIVE HUNDRED CHILDREN—DUN-  
FERMLINE—TOMB OF ROBERT BRUCE—MONTROSE—SCHOOLS  
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—REMARKABLE SUPERSTITION—MUSSELBURGH—DALKEITH—  
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STANT IMPROVEMENT OF SCHOOLS DESIRABLE—EFFECT OF  
OBSERVATION—EDINBURGH SESSIONAL SCHOOL—THE IDIOT—  
THE APPARENTLY HOPELESS NOT TO BE NEGLECTED—THE  
BLIND BOY—SOUND DISCERNMENT—THE BLIND GIRL—THE  
DUMB BOY.

In the midst of my communications with the gentle-  
men of the hunt referred to in the last chapter, a  
letter arrived from Dundee, stating that the building  
contemplated was erected, and it had been thought  
by some desirable, on the ground of expense, to pro-  
ceed without me, as I was so far off. This was, how-  
ever, immediately followed by another from a lady,  
who had discovered great zeal and energy in the  
cause of the infant poor, mentioning the fact ; but

guaranteeing the expense of a visit out of her private purse, should the Committee be indisposed to meet what she considered a necessary claim.

The journey was therefore accomplished as before, and on my arrival, the Committee appeared to have entered into her views, for though the master and mistress were engaged, it was resolved that the school should be opened by myself. Some minor difficulties had then to be surmounted, and an examination was determined on at the end of four weeks. To my great gratification, the master had had a classical education, proved in almost every respect most efficient, and was very ably seconded by his wife.

The strange idea is entertained by many, that education unfits the lower classes for their proper rank in life. But what would be said, were any of the powers of the body to be in a certain case disused? Suppose a man were to place a bandage over his right eye—to tie up one of his hands—or to attach a ponderous weight to his legs,—and, when asked the cause, were to reply, that the glance of that eye might make him covetous,—that his hand might pick his neighbour's pocket,—or that his feet might carry him into evil company,—might it not be fairly replied, that his members were given to use and not to abuse, that their abuse is no argument against their use, and that this suspension of their action was just as contrary to the wise and benevolent purpose of their Creator as their wrong and guilty application? And does this reasoning fail when applied to the mind? Is not the unemployed mental faculty as opposed to the advantage of the individual as the unused physical power? Can the difference between mind and matter overturn the ordinary princi-

ples of reasoning and of morals? Besides, how is man to be prepared for the duties he has to discharge? By mere attention to his body? Can his physical organs become intellectual, or can he reason through the cardia and the pylorus? Impossible. The mind must be enlightened and disciplined; and if this be neglected, the man rises but little in character above the beasts that perish, and is wholly unprepared for that state to which he ought to have aspired.

"Truth is made for the mind and the mind for truth;" its possession is an inestimable blessing, to it the dignity and happiness of man are owing, for it want nothing can compensate; and yet the opponents of education would entail this dreadful privation on the lower orders of the people, and that through all future generations. Ignorance is a deadly foe to their interests, present and prospective. "Prejudice may perhaps be removed, unbelief may be reasoned with, even demoniacs have been compelled to bear witness to the truth; but the stupidity of confirmed ignorance not only defeats the ultimate efficacy of the means for making men wiser and better, but stands in preliminary defiance to the very act of their application. It reminds us of an account in one of the French Egyptian campaigns of the attempt to reduce a garrison posted in a bulky fort of mud. Had the defences been of timber, the besiegers might have burnt them; had they been of stone,—even blocks of granite,—they might have shaken and ultimately breached them by the incessant battery of their cannon, or they might have been undermined and blown up. But the huge mound of mud had nothing susceptible of fire or any other force; the missiles from

the artillery were discharged but to be buried in the dull mass, and all the means of demolition were baffled."\*

" Mere courtesy it might be thought," the directors of the Inverness Education Society remark, " should operate as a motive to do what each can to diffuse the blessings of education and religious instruction throughout the mass of society; inasmuch as that portion of society, which may happen to be independent of our immediate aid, cannot fail to be thereby indirectly benefited, in as far as it is preferable to be one of an intelligent, rather than of an uninformed and uncultivated community. The commercial capabilities of our country, it need hardly be observed, will proportionably unfold themselves, as, by the dissemination of knowledge, industry and enterprise are awakened and properly directed. The intellectual advancement of every class must be retarded while the mental powers of any material portion of the population are left inoperative. These are considerations, which, no doubt, influence every enlightened mind. But the situation of those whose interests we advocate, has claims upon our attention of an infinitely higher, and more momentous description. Consequences connected with eternity are involved. The eternal destinies of immortal spirits are suspended on our determination whether we are to be supine spectators, or to become active in relieving their necessities. When our Saviour directs us to the command to ' Search the Scriptures,' an imperative obligation attaches to the mandate, that we remove from all within the sphere of our influence the inability to obey this divine injunction. We are deeply responsible to

\* Foster.

do our utmost to let the word of the living God—everywhere—but above all, in our own land, have free course and be glorified. A christian public ought to have no need to be exhorted to engage actively in the work of capacitating all around them to acquaint themselves with “those things which were written aforetime for our learning, that we through comfort of the Scriptures might have hope.” May our heavenly Father quicken by his Holy Spirit his children to redoubled exertion in his service, and hasten the day ‘when men shall no longer say, Know the Lord; but when all shall know him from the least to the greatest!’”

Facts confirm these and similar reasonings. To defects in the common systems of education may be traced many a charge against the instruction of the poor, and many ridiculous tales which are pronounced characteristic of this “enlightened age.” To prove the futility of benevolent efforts we are directed to blunders the most egregious, and pretensions the most arrogant, and then a number of sage predictions are uttered as to the ultimate and inevitable effects of what is so redolent of absurdity and vanity. Yet, strange as it may appear, our opponents and satirists in so doing virtually change sides, since what they laugh at and condemn is just what we deplore and are plying our utmost energies to eradicate,—the ignorance,—the deeply-rooted,—scarcely touched,—and almost invincible ignorance that remains.

Granting too, for the sake of argument, that there may be, on some occasions, a *little* elation, is not this far better than stupid vulgarity? Were the style of expression to be *rather* inflated, would not this be

preferable to gross and malignant insolence? If there *should be* an appearance of self-complacency on a general improvement of character, ought not this to be esteemed as incomparably more tolerable than that mental and moral degradation which is indicated by the guise it assumes of filth and rags? But even then is it not evident that the panacea is at hand? These "airs" will only last while the flattering possession is *new*, and not general in their class; destroy the novelty and fascination by its commonness and diffusion, and they will cease. The success of the experiment is guaranteed by a reference to other grades. Find, for example, a lady in the higher ranks who cherishes an overweening self-regard because she knows a noun from a verb, and an article from a preposition;—or a gentleman who is rude and insolent, because he learned, when a school-boy, that an isosceles triangle has only two equal sides, or that Venice is in Italy and not in the island of Jamaica? And why would the search be vain? Why would such effects be decisive symptoms of idiotcy or lunacy? But because the universal possession of this knowledge prevents such a feeling. A man may be vain who is "a triton among minnows," but let him be cast among tritons, and his vanity is preposterous. An English labourer who has just two ideas, is prone to self-importance when surrounded by a coterie, each party of which has only one; but transfer him to another, and let it be evident that they are men of greater calibre, and may glory in an aggregate of three, or four, or six, and he will sink to his own level. Natives of Scotland too may be found with a large amount of sound knowledge under the control of great sagacity in

situations humble and menial, and yet discovering no pride, notwithstanding the superiority of which they most often be conscious. The best discourse on temperance I ever heard was from a man who drives a coal cart; and the town drummer or crier of Dundee, has the reputation of being the best classic within thirty miles of that town.

"We are ourselves," says Mr. Wood, "yearly sending out from the Sessional School, multitudes of shoemakers and tailors, infected with its dangerous poison! and are daily receiving the most gratifying assurances from their masters of the manner in which they conduct themselves. Their industry and skill in their various occupations seem to be in direct proportion to their success in school; and those who have been fortunate enough to get our best scholars, have been known to inquire whether we have any of the like description to give them? Our greatest proficient are still content to 'dwell among their own people,' and to follow the occupations of their fathers." Here, then, is a practical refutation of the objection to education often urged even now, and one altogether supported by the whole tenor of my own experience. If, however, the self-importance of ignorance, always disgusting, be in any one case peculiarly so, it is when it is discovered by a *pretender* to the work of instruction. It has been my hard lot, not unfrequently, to have to do with some, the value of whose notions could only be perceived by *themselves*, who spurned the kindest intimations as an intolerable assault on their dignity, and against *them* it becomes all to be on their guard: but the possessors of well-furnished and well regulated minds will

pursue a totally different course, and most sincerely do *I congratulate the supporters of those Infant Schools, whose teachers have been taken from their ranks.*

But to return. At the close of the month, one of the clergy kindly lent his church, properly seated for one hundred and fifty children, and the effect of the exhibition was similar to that produced on former occasions; with the additional advantage, however, of *two* committees being formed a few days after; one for Maxwell Town, and another for Wallace Craigie. Schools were erected and furnished in these places, and as they were completed about the same time, I was requested to open them, and was obliged to send for an agent, who was then at Sheffield, to assist; doubting my power to fix and keep the attention of so many infants.

The difficulty was increased, too, by the committee of the first school requesting that their children might be introduced also; but wishing to gratify all parties, I consented to their admission, though, altogether, there would be nearly five hundred babes under six years of age.

The expectation of such an assemblage produced a great sensation: to preserve order, the aid of the police was granted, many shops were closed in the streets through which the children passed, and as the schools were situated at the points of a triangle, those occupying any part of the town could see some portion or other of the juvenile bands. Each school was headed by the master and mistress, while the mothers carried those of the "*weans*," as children of both sexes are called, who were too young to walk.

The streets were lined on each side with people,—

all the windows of the houses were filled, and many a huzza arose from the populace, which, at first, alarmed the little ones; but when it was explained that the people were pleased, not angry, their fears soon subsided. On reaching the church we were in some difficulty, for the children were so altered by their holiday guise, that it was no easy matter to distinguish them; and many were too young to tell their names. It was necessary, too, to make some provision for the caps and bonnets which had to be taken off before entering; and it was therefore determined to divide the churchyard into three, to mark off the parts by ropes, and to allot one to each school. This being accomplished, and many other arrangements made, the children proceeded, as the clock struck twelve, to an immense gallery, covered with baize, which had been prepared in front of the pulpit, extending nearly across the church, and the top of which almost reached the sounding board: the Hawk-hill school taking its place in the centre, that of Maxwell town the right side, and that of Wallace Cragie the left. From the great number of babes, it took them more than half an hour to walk up the inclined plane raised over the pews, two and two; and on their being seated, a spectacle was presented to those assembled, which, for interest and impressiveness, was, perhaps, never surpassed.

One of the many ministers present then prayed, and the children sang the following hymn:—

God made the sky that looks so blue;  
He made the grass so green;  
He made the flowers that smell so sweet,  
In pretty colours seen.

God made the sun that shines so bright,  
And gladdens all I see ;  
It comes to give us heat and light,  
How *thankful* should we be !

God made the pretty bird to fly,  
How sweetly has she sung ;  
And though she flies so very high,  
She won't forget her young.

God made the cow to give nice milk,  
The horse for me to use ;  
I'll treat them kindly for his sake,  
Nor dare his gifts abuse.

God made the water for my drink,  
He made the fish to swim ;  
He made the trees to bear nice fruit,  
Which does my taste so nicely suit ;  
O how should I love Him !

Accustomed as the people of Scotland generally are to command their feelings, not a few were now deeply affected, and the tears were bedewing many a cheek. I stood where all the infants might see me, and managed, with some difficulty, to preserve their attention for nearly two hours, to the surprise and gratification of those assembled. The refreshment of buns and milk followed, which was dispensed amid a strange confusion of sounds and stretching forth of hands ; the children exclaiming, "Maister, I hae na got ane;" "Me ye ken;" "I want ane;" the teachers replying, in soothing tones, "Stop a little, my dear," "I'll come to you, my love;" and occasionally the voice of some anxious parent joined in with (though only to be called to order), "My callant has nae gat ane; that's he with the braw red face." The attiring of the children was then no little task, and, at length,

they returned as they came to their respective schools, where they broke up.

My agent went from thence to open a school at Dunfermline, a royal burgh, and a town of considerable manufactures. Here table cloths are made of almost any length, breadth, or fineness, and with any motto, device, or coat of arms, which may be wished to be in-wrought. The incorporation preserve, I understand, as a singular specimen of ingenuity, a man's shirt wrought in the loom by a weaver of the town, about a hundred years ago, which has no seam; and in which everything was completed without aid from the needle, except a button for the neck.

Here, too, is the burial place of many Scottish kings. The remains of Robert Bruce, however, lay without a memorial to mark the spot where they had been deposited. It was known he was buried in the choir of the abbey church, but *that was in ruins*; and though a splendid monument had been placed over his grave, not a fragment of it remained. So late as 1818, some workmen were digging amongst the ruins of the choir, for the foundation of a new church, when they came suddenly on a stone erection, which was evidently the tomb of an illustrious person. On opening it, the coffin was found entirely decayed, but there was a skeleton, with the head encircled by lead in the form of a crown, and from the shreds remaining, the body appeared to have been originally wrapped in cloth of gold. It was thought, from the situation of the grave, to be the resting place of Bruce, and this was confirmed by a small plate inscribed ROBERTUS SCOTORUM REX, which was afterwards found among the rubbish. A day was subsequently fixed

for a second inspection by many distinguished individuals. On examining the skeleton, the breast-bone was found sawn through, which operation was necessary for taking out the heart to be sent with Sir James Douglas to the Holy Land. Thus, after a lapse of nearly five hundred years, no doubt remained that these were the bones of the distinguished patriot: they were placed in a new coffin, laid once more in the earth, and surmounted by a strong edifice of brick.

My next station was Montrose; where the provost and two of the clergy were favourably disposed. Lectures were delivered to respectable audiences, but as yet, I am unable to relate any results.

The system now began to awaken the attention of the higher classes in Edinburgh, and great solicitude was expressed by many that their own children might participate the advantages that had been opened to the poor. I went thither to see what could be accomplished, and shortly after, a school, conveniently situated, and having a delightful garden and play-ground, was opened, which is still most ably conducted by a lady of talent and education, with suitable assistance. Another was subsequently commenced by a gentleman and an American lady of great ability, which I hear has also succeeded.

On the system as thus applied, some remarks will be found in the work on the system; I now recur to it simply by mentioning a fact which occurred while I was one day visiting a school for the middle classes, when a lady accompanied by her two sons, one about eight and the other about ten, came in. The children were in the gallery, had been singing most delightfully, and were afterwards receiving lessons on

objects; and in arithmetic, when one of the young gentlemen, at his own request, asked them several questions, some of which they answered, and some they could not. While this was proceeding, he was twisting his cloth cap, which led a little boy, not more than five years of age, to inquire if he might propose some questions in return. On permission being given, he asked him the shape of his cap,—but received for reply, “La! what a stupid question that is, can’t you ask me something else?” Not to be put off, however, and rather displeased, the querist repeated the interrogation, and finding it could not be answered, he, together with other children, said to the governess, “Please, Ma’am, that young gentleman has got an octagon cap, for it has eight sides, and he does not know it.” The mother then turned to the teacher, and said, “I disapprove of this system; you are teaching these children too much; it makes them pert and conceited; they know more than mine;” but received the very proper reply: “If, madam, you have not done your duty to your children, does it follow that I am not to do my duty to these?”

“To be intelligent,” says Sharon Turner, “is even now more necessary than to be affluent, because mind has become the invisible sovereign of the world; and they who cultivate its progress, being diffused everywhere in society, are the tutors of the human race: they dictate the opinions, they fashion the conduct of men. To be illiterate, or to be imbecile, in this illumed day, is to be despised and trodden down in the tumultuous struggle for wealth, power, and reputation, in which every individual is too eagerly conflicting.”

A request to visit Porto-Bello, a village on the Frith

of Forth, about two miles from Edinburgh, now reached me. A course of lectures was well attended; a committee was formed in a few days, and the question then arose whether they should have a school for the children of the poor, or for their own. The decision was however in favour of the latter; operations were commenced, and at the end of five weeks, there was an examination of them, which had never before been accomplished with children of that class. They occasioned no more trouble than others, but there was some difficulty in preventing the interference of the mothers. The result was gratifying. The master too had enjoyed an university education, and is as competent to the work as any I have hitherto seen.

Before I mention my next visit, I may narrate an extraordinary circumstance. A friend and myself were bathing one morning as we had done before, and determined to swim out and rest on a certain rock. He generally took the lead, and while following, I was suddenly struck as by an electric shock. I then discovered that I had swam on a gelatinous substance, about three feet in diameter, which proved to be a fish surrounded by stings. In a moment it covered or enwrapped me, so that every part of my body was stung; and I could only disengage myself by tearing the animal from me piece-meal, at the peril of my hands, which were just as if I had poured vitriol upon them. With great difficulty I swam back towards the shore, but when I reached the machine, I had not strength enough to dress; and was afterwards led home between two persons. A medical friend ordered an application of oil and vinegar. Intense agony, which I can compare to nothing but the being

stung by thousands of wasps, continued for about eight hours ; and had it not terminated then, I must soon have sunk beneath the torture. As soon as the pain from the surface of the body was mitigated, I felt an internal soreness, was unable to eat for two days, and inflammation of the throat continued for a fortnight. Several of these creatures are seen on the sands left by the tide, for about a month in the year ; and I observed that no horse would tread on one, nor would children touch it except with a stick ; but though the inhabitants of Porto-Bello had heard of persons being slightly stung, the oldest of them had never met with a case parallel to mine.

Great pleasure attended a visit to Perth, which is most beautifully situated on the west banks of the river Tay. It is a place of great antiquity, and at an early period was strongly fortified, and reckoned the capital of the Scottish kingdom. A few miles off is the far-famed Loch Catrine, which lies in the Highland district of the county, and has been finely celebrated by Sir Walter Scott.

“ ——— What a scene were here,  
For princely pomp, or churchman's pride !  
On this bold brow, a lordly tower ;  
In that soft vale, a lady's bower ;  
On yonder meadow, far away,  
The turrets of a cloister grey.  
How blithely might the bugle-horn  
Chide, on the lake, the lingering morn !  
How sweet at eve, the lover's lute  
Chime, when the groves were still and mute !  
And, when the midnight moon should lave  
Her forehead in the silver wave,  
How solemn on the ear would come  
The holy matin's distant hum,

While the deep peal's commanding tone  
Should wake, in yonder islet lone,  
A sainted hermit from his cell,  
To drop a bead with every knell—  
And bugle, lute, and bell, and all,  
Should each bewildered stranger call  
To friendly feast, and lighted hall."

The Tay runs through the town of Perth, and the salmon fishers may be seen drawing their nets in the very heart of it. From its situation it divides a spacious plain into what are called "the north and south inches;" each of which is about a mile and a half in circumference. One of these is used by the inhabitants for public walks, and as a play-place for their children. Scores of the latter may be seen, each having a ball about the size of a fine plum; this is struck down with the hand; when it rebounds the stroke is repeated and continued, and those who can do so the longest are considered the best players. I tried to equal their quickness and dexterity, but proved myself a most miserable performer. Gentlemen and youth may also be seen, attired in scarlet, like sportsmen here, amusing themselves with the game of *golf*. It is something like billiards on a large scale. A small white ball is provided, which is struck with a thin stick having a knob at the end; it goes, in consequence, a considerable distance, is followed and then struck again; on arriving at a marked spot, effort is made to strike it into a hole, and he who can accomplish this wins the game. This sport appears to yield great pleasure.

The other "inch" is used for the washing and bleaching of linen, and presents once a week a most

singular scene. While the fishers are drawing their nets on the banks of the Tay, there may be beheld, but a few yards off, a far-extended line of iron pots, suspended on a bar at the top of three sticks, having a fire beneath, and a woman at each stirring up the clothes which are thus boiled. To the left of these, hundreds of female servants appear, without shoes or stockings, variously engaged :—some hanging the linen over the furze—others spreading it on the grass—others watering it with garden-like pots, while some may be observed seated on the turf, and here and there are others carrying the dry ones home. But the eye of a stranger is first caught by those who are washing by walking in the tubs, to the tune, perhaps, of “Royal Charlie ;” and he will not be in the least disturbed in his observations, for stay as long as he will, the Scotch lasses will continue their waltz, evidently without the least idea of the strangeness of the procedure, or of the presence of any one. Washing day seems to them to be one of hilarity, and even the little girls and boys are delighted to have a few turns in the tub.

In Perth a school was established ; two public examinations took place of the infants it contained, and was followed by a large increase of friends and subscribers. There are in fact two schools in the same building : one above for the boys, and the other for girls below ; both are superintended by females, who do their duty, of which I had further proof in a subsequent visit.

Haddington is a royal burgh, the town of which has often been laid waste, and was utterly consumed by fire in the year 1244 ; and it is said that on the

*same night*, the towns of Perth, Roxburgh, Stirling, and several others, were also burned by some most desperate acts of incendiarism. In the year 1687, Sir Philip Stanfield was murdered by his eldest son, who was executed, and his head and right hand placed on the east gate. It is remarkable that, at so late a period, the superstitious notion appears to have been held that if the corpse of any one murdered were touched by the murderer, the wounds would begin again to bleed: for the son was in this case compelled to touch the dead body of his father, and the then king's advocate, Sir John Dalrymple, a man of the most distinguished ability laid great stress in his charge to the jury, on the body in consequence bleeding afresh!

Here the town-hall was freely granted, but the lectures were not numerous attended; a school has, however, since then been established.

Musselburgh and Dalkeith were also tried, but I am not aware of any effect.

Quite exhausted and unable to speak except with pain, I was now compelled to take rest; for which purpose I went to Blair Gowrie, which is situated on the banks of a fine river, in the midst of scenery the most romantic and picturesque.

After a fortnight's quietude, I was once more sufficiently refreshed to resume my labours. I must not omit, however, that among my rambles at different times, I saw the ruins of Loch Leven Castle, which stands on a small island, and is of great, yet unknown antiquity. It consists of a principal square tower, or keep, and a lesser round tower, the whole being enclosed by a stone wall. It will be remembered by

same, that when Mary Queen of Scots surrendered herself a prisoner at Carberry Hill, she was confined in this castle, and endured much misery from the rigorous surveillance under which she was placed. After a wretched seclusion of some months, she escaped by the aid of George Douglas, the brother of her keeper, a spirited youth of eighteen. While the keeper was at supper, and the rest of the family at their devotions on a Sunday evening, one of his accomplices stole the keys of the castle, and opening the gates, the queen and one of her attendants, accompanied by Douglas, entered a boat, and soon reached the opposite shore. Here the queen was received by some of her friends; she then mounted a horse, and rode in the greatest haste to Niddrie, the seat of Lord Seaton, where she rested three days, and then proceeded to Hamilton, where she was surrounded by many adherents, but the battle of Langside, immediately after, extinguished all their hopes.

I subsequently went to Glasgow, with one of my agents, to open a fourth and fifth school recently built, each being capable of receiving two hundred children.

It was now suggested that the Infant System should become *parochial*, and thus form part of the plans already adopted for the relief of the necessitous and for general education. The Right Hon. Sir John Sinclair was desirous of bringing this before the General Assembly of the Church of Scotland, then sitting in Edinburgh; and for this purpose, he prepared a circular, and had it distributed generally among the clergy. It was afterwards agreed that I should deliver a course of lectures before that distinguished body,

many of whom encountered much inconvenience to attend at eight o'clock in the morning; that their usual engagements, commencing at ten, might not be interrupted; and I have the satisfaction to state that many were exceedingly desirous to promote the cause.

Sir John was pleased to recommend a junction of the plans of the sessional school with those on which I have acted; and no institution have I yet seen, which appears to me so well adapted, on the whole, to carry them forward, as that which he mentions, because it proceeds *further* in education than others. With one feature, among many, I am particularly pleased—the constant effort of its directors to improve it. “If,” Mr. Wood remarks, “there be any plan of education, of which it can with justice be said, that, in point of *principle*, the wit of man can add nothing to it, and can take nothing from it\*, and that its *details* are neither susceptible, nor stand in need of, great improvement, undoubtedly it is not the subject of the present treatise which can make any such lofty pretensions. Many are the defects, on the contrary, which its conductors are incessantly labouring to supply; many the improvements which it is still their anxious wish to introduce.” And subsequently he says, “No discerning stranger has ever repeated his visit to the school after even a short interval, without remarking the advance which had been made, both in the proficiency of individual pupils, and in the general system of the establishment.”

The necessity and propriety of the principles thus acted upon, are fully confirmed by my own experience. The tone in which I now deliver my senti-

\* See Bell's Manual.

ments is much milder than that in which they were once uttered ; because, though my own knowledge of children is greatly augmented, the conviction of my ignorance and proneness to err is proportionably increased. Many ideas, once tenaciously held, have long since been banished ; and many plans never thought of, because their value was not perceived, are now deemed of high importance. The results of long-continued observation and effort in reference to the culture of the infant mind, I hope yet to give to the world in some new forms ;—the longer they are delayed, the more likely will their accuracy be ; but whenever they appear, it will be with the consciousness that they would be confirmed or improved by a still protracted exertion of attention and intelligence.

It was stated in a former chapter, that “ the system of the sessional school works well in the preparation of humble, respectable, and useful members of society, and it may now be well to shew, that it awakens curiosity in breasts where it had hitherto lain dormant,” while “ it affords wider scope for its exercise and gratification, where this highly important principle has previously been alive and active.” In proof, Mr. Wood cites two cases : one of a poor *idiot*, to whom the ordinary methods of education, would, by themselves, have been without avail, and another of a very interesting *blind boy*, to whom they would have been inaccessible.

“ The condition of the former was most pitiable ; “ his countenance was vacant, lowering, and dejected, and his general aspect seemed rather repulsive than of a nature calculated to excite unmingled sympathy.” He could give no account of his age, but was, in

point of height, as tall as any of the biggest boys in the school, who are from twelve to fifteen years ; and yet it was found necessary to place him in the lowest class, among children of five or six. At first he entered upon his lessons obviously as an unwilling task. Not long afterwards, however, it appeared, that the explanations of the little words, given him by the monitor, and the accounts of the things themselves which these words indicated, were listened to by him with considerable interest. Accordingly, when the monitor told his class one day that an ox was the animal they saw so often passing to the market, and which gave them beef, Mr. Wood asked Jamie if he knew now what an ox was, "Oh ay," was his answer, "it steeks folk." This reply, simple as it was, had so much more in it of a gratuitous remark than anything else he had yet uttered, and seemed to give such pleasure to himself, that the opportunity was seized of bestowing on it high commendation, which was immediately received with such a smile of self-complacency as afforded his kind instructor great satisfaction. Every day his remarks became more and more shrewd, and in a class of twenty-four or twenty-five, he not unfrequently rose to the top. He now, in place of declining to be spoken to, was greatly pleased when addressed, and when Mr. Wood approached to examine his class ; and his general aspect indicated apparently greater intelligence, and undoubtedly greater happiness. Unhappily, however, as he was advancing thus prosperously, he suddenly disappeared from the school ; and though every effort was made to induce his return, it was unavailing. "This incident," Mr. Wood very properly observes, "is sufficient to teach

us, not hastily to abandon even the most apparently hopeless condition of our species, not to keep them at too great a distance, nor to allow them to entertain too low an opinion of themselves; but, on the contrary, by kindness, encouragement, and familiar instruction, to raise this unhappy class as high in the scale of being, as their limited powers will admit." How well the course pursued in the Sessional School falls in with these views, must at once be apparent to the discerning reader of its plans, without any additional comment.

The other case is that of a blind boy, whom every stranger wonders at finding there, but whose progress has been rapid and great. No information was ever communicated to him, whether in the departments of nature, of elementary science, or of art, which he has not carefully treasured up and preserved. His scriptural knowledge is also very extensive. "A stranger," says Mr. Wood (who seemed strongly impressed with the opinion that in order to exalt revelation, it is necessary to maintain, that there is no such thing at all as natural religion), on occasion of some mention of the ancient philosophers in a passage which our pupils were then reading, asked Laurie, 'What did their philosophy do for them?' The boy returned no answer. "Did it," resumed the examiner, 'lead them to any knowledge of religion?' 'They had no RIGHT knowledge of God.' 'But could they be said,' rejoined the visitor, in a marked tone of disapprobation, 'to have any knowledge of God at all?' After a moment's thought, the child answered, 'Yes!' 'That,' observed the gentleman to ourselves, 'is by no means a right answer.' Upon which we asked our

young pupil, whether he had any reason for making this answer, to which he replied, 'Yes!' 'What is it?' 'The apostle Paul, in the first of the Romans, says, that when THEY KNEW God,' laying an emphasis on these words, 'they glorified him not as God.' This passed in presence of a large company of visitors. Had the gentleman thought proper to press the conversation farther, as we in consequence thought it necessary to do on the following Sunday, he must have been quite satisfied, on the other hand, that our pupils were by no means impressed with any undue, or very favourable estimate of the extent of religious knowledge possessed by the wisest heathens, nor were at all insensible of the infinitely superior advantages, in this respect, which may be enjoyed by the poorest child in a Christian land."

I feel a particular pleasure in such cases from a recollection of some of my early pupils. I had under my care, some years ago, a most interesting blind girl, who became a proficient in Arithmetic from feeling the balls of the Arithmeticon, and a very efficient monitor. Her memory was extremely good, and she was delighted by giving out the various pieces for the children to repeat, and especially so when she was told in answer to her inquiry, that she was *teaching* them. She sang beautifully, and was charmed when she heard the children take up the tune she pitched. When a new child entered the school she could distinguish its voice, and would eagerly ask, when the children were repeating together, if the new child joined with them. On finding it did not, she begged to be led to it, when she would say, "I can't see, you know, but I can hear, now say three ones are three, three

twos are six." The children were exceedingly kind to her, thought it a privilege to be in her company, and she might frequently be seen walking about the play-ground, with every part of which she was familiar, with several of them.

In the same school there was a dumb boy, who by the aid of the blind girl, often put out the balls in order for arithmetical instruction, which greatly pleased him; he obtained much knowledge from the object lessons, and, by observing a little action of mine to the children, would fetch the picture required; thus if I pretended to ride, he brought that of the riding-horse, if I drew any thing along he would fetch that of the cart-horse, and so with other animals.

The advantage which these children obviously derived from association with others led me to conclude that it is not judicious to confine them to the society of those who are suffering the same privation. The blind girl rendered great service to the dumb boy, the dumb boy assisted others by his powers of imitation; the children generally had a special occasion for the display of sympathy and kindness, while the happiness of the sufferers was greatly increased. I should not have the slightest objection to twenty such pupils; they would, I am persuaded, be no inconvenience; to such as well as to others the Infant System is adapted, and I would not refuse its aid to a single child who had *one* sense complete.

## CHAPTER XI.

CARLISLE—REV. J. FAWCETT—SHEEP KNOW THEIR SHEPHERD'S  
 VOICE—WITTLE-GATE SCHOOL—MASTERS—NATIVE GENIUS—  
 COCKERMOUTH—WIGTON—KESWICK—DERWENT-WATER—  
 FENRITH—KENDAL—WORKINGTON—POWER OF MUSIC—PA-  
 TERNAL APPREHENSION—URGENT VISIT TO WALES—BILLETING  
 —MEANNESS—SWANSEA—TRUE BENEVOLENCE—NEATH—  
 THE BIDDING—READING—STANSTEAD—EVESHAM—COVEN-  
 TRY—GOOD EFFECT OF OPPOSITION—CHESTERFIELD—MANS-  
 FIELD—LINCOLN—EFFECTS OF FEAR—NEWARK—NOTTING-  
 HAM—ABERDEEN—SUDDEN DEATH—ELGIN—BENEVOLENCE  
 REWARDED—INVERNESS—GAELIC CHILDREN—CRUELTY—  
 SEAT OF S. MACKINTOSH, ESQ.—DINGWALL—SIR G. S. MACKEN-  
 ZIE—GENEROSITY—BANF—HIGHLAND COTTAGE—FEMALE  
 CHARACTERS IN THE HIGHLANDS—HIGHLAND WEDDING—  
 HIGHLAND FUNERAL—RAPID ACQUISITION OF THE ENGLISH  
 LANGUAGE—NEW YORK INFANT SCHOOL SOCIETY.

At Carlisle, to which I went from Scotland, I was  
 preceded by an agent, to announce that lectures would  
 be given. These were at first but thinly attended ;  
 but the audiences afterwards improved, and became  
 highly respectable. I was honoured too with a vote  
 of thanks, and with a letter which I highly value from  
 the Rev. Mr. Fawcett, of that city, from which the  
 following is an extract :—

“ Carlisle, October 28, 1830.

“ My dear Sir,

“ —————. I add a testimony to yourself, that if you should go to any place where I am known, and where my humble name will be of service to you, you may produce me as one of the approvers of your system. I can truly say, I have been delighted, instructed, and humbled by your lectures. I wish I had received some of your hints between thirty and forty years ago. May God, my dear sir, prosper your labours, and make you more and more a blessing to the rising generation.

“ I am, my dear Sir,

“ Very truly yours,

“ J. FAWCETT.”

Such a communication, too flattering as some may deem it, from so venerable and excellent a minister, I highly value; and most fervently do I reciprocate the wishes which he has thus so kindly expressed. The effect of what was stated on the occasions referred to, I trust will not be lost.

The cottages in some parts of Cumberland are often widely scattered, and a great number of the people are engaged as shepherds, herdsmen, &c. Frequently have I witnessed in these and other mountainous districts, a delightful illustration of the parable of the good shepherd, wherein it is said, “ the sheep know his voice.” When the sun is about to set, a shepherd's boy advances along the foot of a chain of mountains, and giving a signal by a peculiar call or whistle, the flocks, which were scattered like spots of snow over those stupendous heights, begin to move simultaneously, and collecting as they pour down the

steep descent, approach him in order, without leaving behind one solitary straggler.

In consequence of the wide dispersion of the cottages, and of the general employment of the peasantry in pastoral life, the children cannot be sent to any regular school, and hence persons travel from house to house under the singular appellation of "*Wittle-gate Masters*." They do not proceed according to the practice of "giving lessons," but become inmates of the dwellings they visit for a week or more, as may accord with the wishes and means of their inhabitants. Should another cottage be near, the children of the two are instructed in one group; but their tuition is confined to reading and writing. For this service, the teachers receive perhaps a few pence, but are always supplied with food; hence the name they bear, which intimates that they are masters, or instructors, for their *victuals*.

Among these persons, I found one who deserves particular notice. After walking ten or twelve miles to a cottage, he had often the mortification of finding it contained neither pens, ink, nor paper. Necessity, however, is the mother of invention, and having great native genius, he devised several instruments, some of which, altered or improved, now meet the public eye under the names of others; and among them one to supersede these articles, which we are accustomed to consider indispensable. He had at first a board spread over with sand, and as reeds were plentiful in the neighbourhood, some pieces cut in the shape of a pen; and having made copies in the sand, they were retraced by the children, who were greatly delighted with the process, as they fancied they made the letters

themselves. This was a manifest improvement on the sand-boards of Lancaster and Bell, on which the finger was used ; as by the adoption of the reeds, they soon learned how to hold a pen. With no other tool than a pen-knife, he afterwards cut out a machine that would smooth the sand and set a copy in an instant. I have it in my possession now as his own gift ; it appears to me admirably adapted to Infant Schools, and I hope soon to present it to the public.

I never met with a man of so much mechanical tact. Thinking him eligible for an Infant-school-master, he was appointed to one at Cockermonth, where a school was organized, and publicly examined, but it was soon apparent that nature had designed him for another work. Though delighted with the system and the children, his mind appeared abstracted, and I observed whenever they were in the play-ground, he was always cutting pieces of wood with his knife. I regret that he has been so long and is still in obscurity ; and had I the means, he should at once be placed in circumstances to which he is so well adapted. I trust, however, the time will come when I shall be able to secure his services for the public good.

At Wigton, the Friends lent me very kindly their meeting-house for lectures, and though the weather was exceedingly wet, the audiences were pretty good. A desire for a school was expressed by many, but I do not know whether their wishes have yet been realized. A visit to the schools for the children of the Friends was highly gratifying. The means they employ are indeed most admirable. Much of what is called fashionable education is wisely prohibited, but great effort is made to secure solid information and to form useful characters.

An introduction with which I was favoured, enabled me to lecture at Keswick, whose lake, more generally called the Derwent-water, has charmed such multitudes of visitors and enraptured so many bards. On the north stands Skiddaw, which rises more than three thousand feet above the level of the lake, and is the haunt of many birds of prey. When ascended, which it is not difficult to effect, the top is found so cold as to prevent vegetation, and the mountain appears covered with a loose brown slaty-stone. The lake itself, which is subject to violent agitations, has on it five islands, covered with the richest verdure ; and on one an elegant modern house has been erected. Its extent is about three miles long by one and a half broad. A little to the north is the lake of Bassenthwaite, and a few miles to the east Ulswater, in the shape of an S, about nine miles long, and one mile wide. Not far from the town, on the summit of a hill, is a druidical monument, composed of nearly fifty stones, principally granite, of various forms, rough and unhewn. Some of the largest are nearly eight feet high and fifteen feet in circumference.

Penrith, where lectures were delivered, has a school, as has Kendal, at which they were repeated.

The following is an extract from one of the public prints in reference to Workington :—" When Infant education was first brought before the notice of the public, the late Rev. P. How was at considerable pains, to establish an Infant School in Workington, which was munificently patronized by Mrs. Curwen, and the other inhabitants of the town, and which is still in a flourishing condition. In 1830, Mr. Wilderspin, the inventor of the system, was on a professional tour in,

the north, and delivered two explanatory lectures at Workington, pointing out the use and advantage of Infant education, more particularly as applicable to the children of the poor. About this time, a liberal-minded and benevolent individual, Mr. Thomas Wilson, projected the erection of a new school, at his own cost, and not dependant upon voluntary subscription. A large and handsome building has accordingly been erected in Guard Street, part of which is fitted up for an Infant School, the other part is appropriated to a School of Industry, besides dwelling apartments for the teachers. The Infant School having been opened a few weeks ago, an examination of the children, eighty in number, took place in the Assembly Room, on Tuesday and Wednesday week. The examination was conducted by Miss Wilderspin (who came expressly to open the school, and to instruct the mistress in her duties), and the children acquitted themselves with a precision and correctness that elicited the warm approbation of a numerous and highly respectable audience.

"Just before the examination commenced, the Rev. Edward Stanley stood up, and briefly addressed the audience. He professed himself a warm friend to Infant instruction, and to education generally. He then alluded to the many instances of persons in the humblest walks of life, who, with industry and education alone to guide them, had risen to rank and eminence, and called upon those present who had the means, to imitate the benevolent example set them by the founder of this school, who had thus placed the means of instruction within reach of the most helpless, whose name would be handed down to after ages, whose

benevolence in fact they had that day met to witness, and he trusted future generations would properly appreciate the advantages thus so liberally provided for them. The Rev. Gentleman then turned himself to Miss Wilderspin, but well knowing the delicacy of the female character, which always shrinks from eulogium, he would be silent; and let the company appreciate her talents when they had witnessed the examination."

While organizing a school in this part of England, a singular proof was given of the power of music. A boy, five years and a half old, a complete ruffian for his age, beat and otherwise ill-used several children. In addition to this, he would not do as he was told by me, and it became therefore necessary to conquer him at once. Without, however, proceeding to harsher measures, I insisted on his doing what was required, but he lay down on the floor and refused to rise; and when I said, "You may lie down," he immediately rose, acted with the greatest violence, bit my thumb, and actually fetched blood from my legs with his thick wooden clogs.

Having, then, secured him on the ground with my hands, so that he could not move, I watched his countenance with patience and care; as his violent feelings were softened, I diminished the pressure, and, at length, had the satisfaction of observing him lie still and make no attempt to move. The utmost caution was now required, for had I risen up, he would no doubt have done so too. I therefore gradually withdrew my hand, but kept my eye on him until I rose up and stood by his side.

As his face still wore a frown, I told the children,

after a few observations, that we would see if music would soften him. We then sang a little hymn: at the end of the first verse his countenance was changed, and at the close of the whole he shed tears. Now was the time to meet him with affection—I took him by the hand and told him he might rise—I then said very mildly, “Now, little boy, you know I am stronger than you; go and sit down, and always remember to do as you are bid.” For a time his eyes followed me, evidently from fear; afterwards obedience became habitual, and he occasioned us no further trouble.

From Workington I was about to go to Lancaster, when I was prevented by intense parental anxiety. Two of my children had resided for a time in the neighbourhood of Haverfordwest, and I had remitted the money for their passage to Bristol in the Frolic steamer. While busily engaged, I heard that the vessel was lost; and, on inquiry, ascertained that it was at the *very time* when they were to be among its passengers. Abandoning instantly all my engagements, I hurried homewards with the greatest haste;—I could obtain no intelligence on my way either to allay my apprehensions or to confirm my agonizing fears;—I even reached my own door in utter ignorance of the events I should hear, and fearing the worst;—but in a few moments I found they were *safe*. Shielded by a kind and gracious Providence, they had arrived in peace *before* the catastrophe, and with emotions not to be described, I once more pressed them to my heart.

After a brief enjoyment of home, I obeyed a summons which called me to Wales. I had been there once since the visit already described, under circum-

stances which will never be forgotten. A gentleman, who shall be nameless, wrote from a part of the principality where only the Welsh language is spoken, on the subject of Infant Schools, and his questions were promptly and fully answered. After a correspondence between us of nearly twelve months, he wished me to visit the town in which he resides; but as I was busily occupied in Scotland, I could not comply. I offered the services of my eldest daughter, or those of an agent; but he said the neighbourhood was so benighted they must have the principal, and hence, as soon as I could tear myself from Dundee for a time, I acceded to his urgent and oft-repeated request, and proceeded from thence to him, by a long and wearisome journey.

Expecting an appropriate degree of attention, I discovered, on my arrival, that he had made the *kind* and *generous* arrangement for "billeting" me at an inn, on a contract for fifteen shillings per week! I was literally astounded when, on asking "mine host" for a glass of ale, he intimated that he could "afford me nothing but water;" and that within these limits my expenses were to be confined. Happily there was one purse,—my own,—to which application could be made; and from thence the deficiencies of my inviter were supplied. I laboured for a fortnight with the children, and gave, at the same person's desire, *gratuitous* lectures; but the gentry of the neighbourhood requested another course, and determined that the price of each ticket should be half-a-crown. The progress of the children too was very pleasing to the visitors, who expressed their approbation in the strongest terms, 'as did also the person alluded to but a

length, as my time was exceedingly valuable, and I was much wanted in other places, I hinted my desire to know on what terms he expected my continued exertions. He knew those on which one of my agents could come, he was aware too that I had travelled from Dundee expressly at his solicitation; and yet, gentle reader, I immediately found he imagined my own services were to be had without cost. Too much mortified, or too indignant to contend for so paltry a sum as that I expected, I engaged to remain some time longer, on condition that my travelling expenses there were defrayed; but even this was refused. On inquiring, then, what he deemed suitable, he offered me *three sovereigns*, which, poor as I am, I was too proud to accept; and with few words, which might justly have been vituperative, though they were not, I left him to his reflections; and now close the memorial of his meanness with the conviction that should he adopt the petition of the bard,

“Oh, wad kind heaven the giftie gie us,  
To see ourselves as others see us;”

an answer to it would not be *very flattering*.

The immediate object of visiting Wales for the third time was the delivery of a course of lectures at Swansea, for which several distinguished individuals had made preparation. For these the new town-hall was granted, and a committee was formed to collect subscriptions and establish a school. His grace the Duke of Beaufort offered, most handsomely, as much land as was wanted, and a piece was chosen one hundred feet square. With gratitude I remember the special kindness with which I was treated; and on retiring

from one hospitable mansion in particular, I trust I might have said,

“Greatly instructed I shall hence depart,  
Greatly improved in mind, and thought, and heart.”

The following is a most interesting fact communicated in a letter I have just received from a lady at Swansea: “I have been greatly struck with the fulfilment of thy prediction, when much obscurity rested on this infant undertaking, that, if once commenced, we should find some of the Lord’s people would unexpectedly come forward to help in the cause of the Redeemer. I can surely say this has been remarkably verified by the humble inhabitant of a thatched cottage at Upper Sketty, who has taught us a lesson which, I trust, we shall never forget. We gave some common caps for the sale to a young person in Swansea to make, who, in consequence of illness, transferred them to a relation of hers, whose indefatigable exertions and deep interest in the cause brought us often together. I think she has done work to the amount of two pounds, we finding the material, chiefly in caps: she considers she has but just begun. She is a Moravian, has lived in respectable families, and her income, which is under twenty-two guineas per annum, was left her by her uncle. When she was wishing that the school should be speedily commenced, I told her our plan (*viz.* to borrow money of the subscribers, to be repaid out of the funds of the Bazaar, or Repository, when it shall have taken place). A few days after, she called, and, to my great surprise, presented an order for five pounds, begging she might be allowed to offer her mite; adding, that having no

feather bed, she thought advancing years might require such an indulgence, and she had saved this to purchase one; and she had no doubt that the money returned from the sale would enable her to purchase one of flock; and even should this not be the case, she could trust Him, who had never let her want needful things, to provide what is best for her. I could not refrain my tears, and we wept together. She afterwards said, few felt, as she did, the value of training young children to a knowledge of the Saviour; had it not been for the efforts of a pious grandmother, she knows not what she should have now done." Such a spirit of self-denying benevolence is above all eulogy. May it be amply rewarded and often imitated!

At Neath, where a great many persons are employed in the copper-mines, lectures were also delivered, so much to the satisfaction of the workmen, that some subscribed a pound, and others ten shillings, towards a school. The proprietor seconded their efforts by liberal donations, and I understand the building of one is in progress.

While making a small purchase in a shop, I observed some bills lying on the counter, begged one from the master, and now give a copy of it as illustrative of a curious custom still observed in Wales:—

"January 8th, 1831.

"Having lately entered the matrimonial state, we are encouraged by our friends to make a *Bidding* on the occasion, at our dwelling-house, called Pwllpriddog, in the parish of Cil-y-cwm, on Tuesday and Wednesday, the 25th and 26th days of January instant, when and where the favour of your good and agreeable company

is most humbly solicited; and whatever donation you may be pleased to bestow upon us then, will be thankfully received, warmly acknowledged, and most cheerfully and readily repaid, whenever called for on a similar occasion, by

Your most obedient servants,

BENJAMIN DAVIES,

LETTICE DAVIES,

(Late Jones.)

: “\*.\* The young man and his mother (Margaret Davies) desire that all gifts of the above nature, due to them, may be returned on either of the above days, and will be thankful for all favours granted.

“Also the young woman, and her father and mother (John and Margaret Jones, Rhydtaloeg), and likewise her sister (Margaret Jones), desire that all gifts of the like nature, due to them, may be returned on either of the said days, and will feel thankful for all additional favours granted.”

After my return home I lectured at Reading, where a school has been established for the higher classes as one result, and another appears in the production of one for the poor, at Stanstead in Essex, recently opened by my daughter.

I visited Evesham and delivered lectures; and, principally by means of one lady, subscriptions and donations for a school have been collected.

At Coventry, I witnessed much distress, in consequence of the extreme depression of trade; great depravity among the lower orders, and juvenile delinquency in particular. Here lectures were given: the liberal party called a meeting; another was afterwards

convened, which stated its resolutions were not needed, and that Infant Schools were not desirable: but the friends of them succeeded ultimately in carrying their point; when their previous opponents determined on the establishment of a second. This collision excited the public attention, led several private gentlemen to advance, and caused a foundation to be laid for *five* schools in that city.

One of my agents had organized a school at Sheffield, and this had produced two others. I had therefore the pleasure of lecturing to a large audience in the Philosophical Hall, afterwards to another at the National School, and then for a third time at the Rev. Mr. Smith's chapel. Five schools, containing little short of one thousand infants, are now in full and efficient operation. The harmony of Churchmen and Dissenters in the work is here most delightful, and, as a specimen of the generosity displayed, it may be stated, that one gentleman built a school at his own expense, which cost £1000.

I went from thence to Chesterfield, where a school had been established, but without the apparatus necessary for full efficiency; this was obtained in consequence of what was stated in my lectures, and a school for the higher grades was set on foot.

I could only stop at Mansfield to give one lecture in the Moot-hall, which was, however, crowded to excess. A school had been previously established, and I hope the beneficial influence of it was increased.

Invited by some gentlemen to Lincoln, I was favoured with good audiences in that city. Active and liberal exertions were immediately commenced; ground was obtained, and a school-room begun. A

school for the higher classes is also in operation. One circumstance occurred while I was there, which, trivial as it may seem in itself, might have had a very serious termination. A servant in a family I visited was doatingly fond of a little boy; but one day she told him, in order to quiet him, that a black sheep was under the bed. Before this the child never cried on being placed in it, but afterwards he would not lie there, except his mother or the servant sat by his side, and even then they could only get him to sleep with great difficulty. At length he pined away; when the father, intensely anxious for his son, determined to try if he could remove his distressing apprehensions. Accordingly, he thus addressed him: "I tell you what, my little fellow, I will do with this black sheep: if you will go and take a walk with mamma, I will order the horse and gig, and while you are gone I will take him away." The child saw the horse and gig brought to the door, and took his walk without reluctance; from that time his health improved, and he is now fully restored.

Another child in this city suddenly and unaccountably discovered much alarm on being put to bed, and could not be left until it was asleep. One day, however, the child was seen to start at the shadow of the servant, when she recollected that it must be the same cause which alarmed it so much at night. The child was, therefore, directed to examine the shadow, and explanation being given, its apprehensions ceased. This course was exceedingly judicious, and I cannot proceed without entering my protest against appealing to the fears of children, always productive of bad effects, and sometimes issuing in the most serious con-

sequences. While I was in Glasgow, for instance, I heard the following melancholy tale. A little girl, seven years of age, whose imagination had been excited by frightful nursery stories, was thrust into a dark closet, for some tale she had carried to her parents; and there she screamed under the most violent apprehensions. After some time, the door was opened, and she was found lying on the ground in strong convulsions. She was taken from the scene of terror, but the conflict she had sustained had proved too painful for her tender reason, and she became, and is still, an idiot!

And to mention one more instance, I will relate what occurred in a most respectable family at the time when the new police were so commonly the topic of conversation. The parents were in the habit of putting the children, when ill-behaved, in a room by themselves; and on the occasion referred to, a little girl had transgressed and was so punished. To this no objection can be made; but to the confinement was added, "If you are not good, the new police shall come and fetch you." The child attaching some horrible idea to the new police, fastened the door, and so high did her fears rise, that it appears she determined to extricate herself, by throwing herself from the window, and was in consequence transfixed by the iron pallsades in front of the house. A waiter in a hotel opposite saw her in this agony, and lifted her off the spikes, when the poor little sufferer looked at him in the agonies of death and entreated him not to let the new police have her!

Accepting an invitation to Newark, I lectured to large and respectable audiences in the town-hall.

Here a committee was formed without delay, a school was opened, and since that one for children of the higher class. An examination took place to the evident satisfaction of a large assembly, who tendered me a vote of thanks, which was proposed by the mayor. On a recent visit I found the school proceeding very satisfactorily.

I afterwards lectured at Boston, Louth, and Stamford, and at the former place a school is erecting. In agricultural districts, as well as others, such institutions are greatly needed. The state of farmers' servants is most lamentable. The poet, sketching one with his usual truth, inquires,

"Is this the whistling plough-boy whose shrill notes  
Impart new gladness to the morning air?

————— Mark his brow!

Under whose shaggy canopy are set  
Two eyes, not dim, but of a healthy stare;  
Wide, sluggish, blank, and ignorant, and strange;  
Proclaiming boldly that they never drew  
A look or motion of intelligence  
From infant conning of the Christ-cross-row,  
Or puzzling through a primer, line by line,  
Till perfect mastery crown the pains at last;"

and well might he add

"What kindly warmth from touch of fostering hand,  
What penetrating power of sun or breeze,  
Shall e'er dissolve the crust wherein his soul  
Sleeps, like a caterpillar sheathed in ice?"

Several years ago I visited Nottingham and organized an Infant School, and another was put in action by a pupil of mine. Since then three more have been opened in that town and its neighbourhood. One of these was erected by Lady Lucy Smith on the

banks of the Trent, having a fore-court filled with flowers, shrubs, and evergreens, and the whole presenting a most interesting appearance. A dwelling house is attached for the teacher, who is engaged in the evening, under the direction of her ladyship, in many acts of benevolence. From the interest thus manifested, I thought it desirable to lecture at Nottingham during the last autumn, and therefore seized an opportunity for so doing while engaged at Newark. I made the utmost effort to give publicity to this design, but strange to say, there were not twenty attendants, and among these hardly any engaged in Infant Schools, though all had received *gratuitous* tickets. How this is to be accounted for I know not, but I never had such small audiences even in a village.

I was introduced too by a gentleman to a man of business, who is a professed friend of such institutions, but when he was asked to sanction the lectures he gave the singular reply, "I do not like a good thing to be made money of." Had my object been to "make money," I grievously failed in this instance, but as that has never been my aim, I could bear with composure the ungenerous insinuation. It came at this time with a peculiarly ill-grace, because it was evident that the objector was concerned that "good things" should "make money" *for himself*.

A pleasing contrast appeared in the conduct of those who did come, and in the gratification which, in consequence, they expressed.

I now proceeded to Aberdeen to open the school to the erection of which allusion has been made. The public examination was repeated by particular request, and great prejudice removed. "A more respectable

or more numerous audience," says one of the Aberdeen Journals, "we never before saw in these splendid rooms; many, we understand, could not get admittance, and we had but very indifferent quarters ourselves: from what we saw and what we heard there is but one opinion, namely, that such institutions well deserve patronage." It afterwards observes, "whether we look at such institutions in a religious, moral, or political point of view, in each they seem to demand our attention. They may be made a mighty *moral engine*, and, in the hands of good engineers, be a blessing to the land."

I had proof while here that much remains to be done even for the lower orders in Scotland. Some of them having become excited, proceeded to the Hall of Anatomy, took from thence two dead bodies, and carried them round the town, their number increasing as they went, till it became fearful, and having finished their perambulations, they returned and totally demolished the edifice. The professors were also the objects of their indignation, and narrowly escaped with their lives.

During my stay, a friend of education with whom I had met at Montrose, paid me a visit, in order to arrange for carrying his plans into full effect, and on the following day he started for home in perfect health. He reached it in safety, and retired to rest as usual, but the next morning *was a corpse!* So true it is that our life is but "a vapour." How imperative, then, is the command, "Whatsoever thy hand findeth to do, do it with thy might; for there is no work, nor device, nor knowledge, nor wisdom, in the grave, whither thou goest!"

An application was now made from Elgin, which issued in the delivery of lectures in that town, the attendance on which was highly respectable. Great kindness was manifested, and several admirable articles on the subject appeared in the Elgin Courier, but little more was done from the following singular circumstance. A poor boy, named Anderson, a native of this town, left it some thirty or forty years ago for India, where he gradually rose in life, and at length accumulated a large fortune, with which he returned to his birth-place. As knowledge was the basis of his success, and as all he possessed was to be traced to what he had received at the Parochial School, he thought he could not confer a greater benefit on others than by increasing the means of instruction. Accordingly, he bequeathed the sum of 70,000*l.* for the purpose of erecting a large school, together with an asylum for aged women. This appropriation arose, it is said, from a female having collected *a few pence* which enabled him on leaving home to reach Edinburgh. Such an establishment has therefore been supposed by some to render any other unnecessary; others entertain a different opinion, and with these I fully concur, as it would leave all children under seven years of age totally neglected. A sum of money has been subscribed towards an Infant School as the result of the lectures, and I have no doubt that the deficiency will sooner or later be supplied. It is worthy of remark too that an infirmary on an extensive scale appears at the other end of Elgin, which originated in similar circumstances to those just mentioned; and it would be easy to derive from these and analogous facts a powerful argument in favour of education.

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Had the individuals who gave to Elgin the most handsome and considerable of its edifices,—always regarded with the deepest interest by its inhabitants,—been left in the degradation of ignorance, to which some would consign all those of the lower class, they must have continued in the same grade, or sunk, as many do, into the abyss of wretchedness; but advantages in early life—shared alike, in Scotland, by the sons of the laird and of the cottager,—prepared them to secure every means of advancement which arose. To this the ascendancy of the people of Scotland, in various places is mainly attributable, and unless the same means of mental and moral improvement be possessed by the natives of other parts of the United Kingdom, that ascendancy will unquestionably become general and complete.

Nor is it less obvious that “mercy is twice blessed,” for while Scotland has done much for her sons by education, they have in various ways returned the boon. The instances just given are only specimens of many; among which that furnished by Dr. Bell will not soon be forgotten.

Contrary to my original design, I was now strongly advised to go further north, and especially to visit Inverness. There are several towns between this and Elgin, but I could find none disposed to attend to the details I was prepared to give. Here, however, my reception was exceedingly flattering, and my sense of obligation to many will never be effaced. So much benevolence and zeal were manifested that a room in a thread manufactory, having a suitable piece of ground attached, was obtained, in order that a school might be begun before I left that part of the kingdom.

A commencement was made with about one hundred and twenty children, the first from the Highlands I had ever had under my care. There seems to be a strong resemblance in them to those of Ireland, and they have decidedly more quickness and vivacity than I had previously observed in any part of Scotland. To illustrate this fact, it may be mentioned, that there were two little boys, about four years old, who did not know a word of English, and that so little was known in the school that we were obliged to have a mistress who understood the Gaelic. At the end of a fortnight, however, a child came to me, and said in pure English : "Master, I'm a good boy," and almost doubting my senses, I inquired of the mistress who it was, when I found it was one of the children just referred to. At the end of the third week, he could give out for repetition the piece on the "Articles," containing several verses, and the other child made similar progress. All seemed delighted with music, and in a few weeks ten tunes were learned, and sung at the public examination in the chapel of ease. While this was proceeding many questions were proposed to them by gentlemen present, and their attainment in the English language awakened general surprise. The result was in the highest degree satisfactory to a numerous audience, of which Lady Saltoun, and the distinguished families of Seaforth, Coul, Tulloch, Gairloch, Kilduffel, and Lovat, formed a part, and a vote of thanks was passed, proposed by Sir Francis Mackenzie, and seconded by the lord provost.

While here, I was shocked by an instance of ignorant severity, which, I trust, will soon be terminated for ever. Among our pupils was a little girl, aged

three years and a half, who had previously been at a dame-school, the mistress of which seems to have considered the rod as the best instructor. This was used even on the most trivial occasions, and the child had been whipped until the flesh was actually black from the top of the back to just above the knees. The requirement, it appears, was, whenever a child was called, that it should immediately answer, "Coming, ma'am," and run. Now this unfortunately had been disregarded by the little girl two ways, though in circumstances which would have been considered by a judicious teacher perfectly excusable. The first time she was called she seems to have been a little disconcerted from the height of the form above the ground, and though she ran she omitted to say, "Coming, ma'am," on which twelve stripes were inflicted, and orders given to return to her seat, and see if she could remember next time. Immediately after she was called again, when she replied, "Coming, ma'am," but forgot to run, and thirteen stripes were consequently administered. On a third trial she failed in both respects, and was then placed in the coal-hole, held by two children, and again severely chastised, as the woman said, "to beat the devil out of her." These facts were verified to me by the father and mother of the child, and two persons, one of whom was a soldier, who remarked that the infliction was equal to a military flogging. It is difficult to restrain the utmost indignation at such wanton barbarity, and especially in a case like this, where coercion was totally unnecessary; for a more interesting and well disposed child I never had under my instruction. The woman, when applied to, quoted Scripture in justification of her

conduct, and said she had punished the child as a christian duty! Ignorance is always an evil, but allied with superstition its magnitude is fearfully increased. How much is it to be deplored, that many professed teachers of the young are beneath its power, and that not a few suppose themselves fitted for a most important work, who would be pronounced incompetent for almost every other!

I had the pleasure of visiting, among other distinguished persons, L. Mackintosh, Esq., the situation of whose mansion, at the junction of the two great roads, is very remarkable. From one of the windows may be seen Culloden Moor, where the victory was gained over the troops of Prince Charles, by which the House of Brunswick was firmly seated on the British throne;—from another, Fort George, the finest garrison in the kingdom, and the Bay of Cromarty, which, for extent and safety, is not to be surpassed;—from another, the Caledonian Canal, the greatest national work of the kind, and the Frith of Inverness—a scene almost equalling Loch Lomond or the lakes of Cumberland for beauty and grandeur;—and, from another, the Wyvis range of mountains, the loftiest and most extensive in the Highlands. I feel particularly obliged to the proprietor of this splendid edifice, for the personal attention I received, and for his advocacy of the instruction of children.

Introduced by Lady F. Mackenzie, (to whom and to whose husband I owe the highest gratitude) to the principal families of Dingwall and its neighbourhood, the lectures were well attended, and the kindness experienced was truly encouraging and delightful.

The innkeeper, whose rooms were engaged for a week, was so much interested as to decline, in the most handsome and liberal manner, all remuneration. A meeting was called, and an eloquent address delivered by Sir George Mackenzie, which was published by unanimous request. To shew the spirit with which his observations were made and received, it may be mentioned, that, in addition to liberal contributions, Sir George offered the rent or feu-duty of any piece of land to be procured for a play-ground and erecting a school-house, and still further, to contribute the half of the expenses of the apparatus necessary for the school, to give, if needed, a portion of the timber required for the building, or for inclosing the play-ground, and to furnish the latter with shrubs, and fruit-bearing and herbaceous plants; while D. Davidson, Esq. M.P., engaged to contribute the remainder of the timber which may be required, and to give the use of his quarry; and, unless a more convenient site for the house and play-ground be procured, otherwise, to afford these also.

At Banf, which was next visited, there was great difficulty in obtaining a sufficient number of attendants for the first lecture; but at the second it was doubled; and, after the third, so much satisfaction was expressed, that arrangements were made for the formation of a committee. The minister of the parish, who, at first, supposed nothing could be done, became, on hearing what was stated, a warm friend to the Infant System. I was honoured with a vote of thanks in the most flattering terms; and a school, now building, is expected to be opened in the course of the spring.

A few observations on the state of the people of the Highlands shall conclude the chapter. A cottage, in these parts, is a curious object. The Highlander, having chosen what he deems an eligible spot, cuts down without scruple any trees he may want for his abode. This is usually from fifteen to twenty feet long, from ten to twelve broad, and about six feet high; and to form it, he drives some stakes into the ground, piles up the turf with the heather on it for walls, and places on this a few poles for rafters, which are to have a covering of turf and green broom, fastened together by straw bands or poles. Those who wish for the *modern* convenience of a chimney, leave a hole in the roof, and have four pieces of board nailed together for a chimney-pot; but in other cases, there is merely a hole in the roof, and, very commonly, only two apertures in the walls through which the smoke may escape. The hut, thus speedily built, is often near a burn, or brook, so that the cow may have water, and the inmates be provided with that element; and before the door, or near it, the little ones may frequently be observed gaily playing, in all the symmetry and beauty of nature. The value of such a building may be gathered from the fact, that when one was set on fire by the wadding of a sportsman's gun, and burned to the ground, eight shillings were charged for the damage, out of which, it is believed, the "canny" inmate obtained a profit of *cent. per cent.*!

I regret that the female character suffers much deterioration among the lower classes in the Highlands, from their being accustomed to servile and

debasement employments. The women toil in the fields, acquire a masculine appearance, lose the symmetry of their sex, and, from their heads being uncovered, have a habit of screening their eyes from the sun which gives them an extreme repulsiveness of countenance. In January, 1832, I saw a number of them, without any more than ordinary covering, washing, according to the custom already described, in the river Ness; others trampling and wringing dyed goods in the same stream, while some of the other sex, warmly clothed, stood by to give a little aid occasionally; and the fishermen's wives, with their clothes tucked up, actually conveying their "liege lords," well defended from the cold, and booted forsooth, through the water to their boats. From an observation of other places, as well as this, I am disposed to conclude, that where female degradation appears, the other sex proportionably suffers. An extreme want of cleanliness is also manifest, and though the superior ranks are most benevolently disposed, great difficulty will stand in the way of improvement in this particular. At Forres, for example, an order was issued for the lime-washing of the cottages, and the removal of the manure-heaps, but the peasants rose, *en masse*, and made an effectual resistance; declaring that the cholera morbus was not so great a plague as such an alteration!

I had an opportunity of witnessing a Highland wedding, which took place at the precentor's house,—that of the parties not being sufficiently large. Soon after my arrival, the bride entered with her face concealed by a hood, and, attended by her father and mother, stood with the bridegroom before the mi-

nister, who then offered an earnest prayer. At the close of this, the newly-married pair proceeded to their home, where the hood was taken off, and bread, oat-cake, cheese, &c., broken on her head; a scramble then took place, among the unmarried, for the fragments, to be used as cake passed through the ring is among the peasants of England. This being done, they returned to the precentor's house, all the visitors having brought with them provisions and spirits; when one of the party presented some of the fragments to me: whiskey was then handed round, of which all partook; a dance followed to the inspiring notes of the bag-pipe; and this was succeeded by festivity, from which the minister and myself retired.

In Scotland particular respect is paid to the dead. Funeral cards are issued, stating the demise of the individual, and requesting attendance at his funeral. A person of good character in a large town is often followed to the grave by an hundred and fifty or two hundred *male* friends. In the Highlands there is ordinarily a great concourse of people, and formerly, at the death of a laird, the whole tenantry assembled and went with the corpse, though it were taken many miles off. The expenses of so doing were enormous, from the consumption of provisions and spirits; and I am credibly informed, that after the lapse of many years, more than one estate is grievously burdened in consequence of the expenditure on such occasions. It is pleasing to add that improvement has taken place, and that the excesses common on such occasions are rapidly diminishing.

One fact just mentioned must, however, receive

more particular attention, namely, the speedy acquisition of the English language by these Highland boys, which has a parallel in the Welsh and the Irish children I have instructed, who, in the same time, made equal attainment. Communications from Africa state similar results from the Infant System. It were natural, therefore, to conclude that, by its general adoption, the English language would be universally diffused, and that in a very short period. Schoolmasters might be sent from this to other countries, and though they were acquainted only with their mother-tongue, they might teach it in part, in a few weeks, to all the infants they could collect. This would give amazing facility to the labours of the missionary, since these might at once come under his care, and be the means of imparting the knowledge they acquired to their parents. And it is worthy of particular observation, that, by the same means, two or three languages may be acquired *at once*. A child, when pointed to the object, may be told that in English it is a horse, in Latin *equus*, and in French *cheval*, and that the plural would be horses in English, *equi* in Latin, and *chevaux* in French. The children of France and Italy might thus learn English and any other languages, and so it might be with all the children upon earth. I should rejoice to see a society arise, should government not originate such measures, for the establishment of the Infant System wherever British influence and authority can be exerted. Other governments are beginning to feel the importance of these means. America is employing them with great vigour. An Infant School has been formed in New-York, one of the reports of which thus concludes :

"By the suggestion of DE WITT CLINTON this society was formed, under his patronage. It has prospered; and of the share it had of his latest attention, he being dead, yet speaketh. The institution of Infant Schools is the pedestal to the pyramid, it embraces those children who are yet too young for common schools, it relieves parents from engrossing attention to their offspring, softens the brow of care, and lightens the hand of labour. More efficacious in reaching the heart than the head, in improving the temper than the intellect, it has been eminently useful in laying the foundation of good feelings, good principles, and good habits.\* May it be the aim of this society to realize the anticipations of their departed patron. Humble as their labours are, they may place a more sure foundation to the monument already reared to his memory—

THE COMMON SCHOOLS OF THIS STATE."

\* The Governor's Message at the opening of the present session of the Legislature.

## CHAPTER XII.

LINCOLN SCHOOL—PARENTAL INDULGENCE—PROFANITY—CHARACTERISTIC DIFFERENCES AMONG CHILDREN—EXAMINATION—CAUSES OF FAILURE—INFANT TEACHERS' SOCIETY—CHALLENGE TO OBJECTORS—EFFECT OF TOTAL IGNORANCE—GREAT NECESSITY FOR INSTRUCTION—NEGLECTED STATE OF SERVANTS—EVILS RESULTING FROM THEIR IGNORANCE—PUBLIC BURDENS—EXPENSE OF JAILS OPPRESSIVE—OTHER MEANS SHOULD BE EMPLOYED—EFFECTS OF RELIGIOUS INSTRUCTION—IMPROVEMENTS IN ART PRODUCE CHANGE—CHANGE SHOULD BE PROVIDED FOR BY SKILL AND CARE—THE PROVIDENT MORE MORAL THAN OTHERS—EMINENT MEN HAVE RISEN FROM HUMBLE STATIONS—OBLIGATIONS OF SOCIETY FOR THEIR EFFORTS—NATIONAL INSTRUCTION DESIRED—LIMITED GOOD FROM EXISTING MEANS—EXERTION IMPERATIVE.

I now returned to England, and have just had the pleasure of organizing the Lincoln school, which does great credit to the gentlemen whose public and benevolent spirit has conferred this, with many other advantages, on their city. Every thing essential has been provided, but nothing superfluous ; and the whole has been accomplished in the best possible way and with the strictest regard to economy. And should the master and mistress prove what I trust they will, I think this cannot be surpassed as a model-school for Lincolnshire. One exhibition took place in the County Assembly Rooms, and another was given by

particular request in the Guildhall. The children of this city were far more given to crying on entering the school than is usual. This arises, I conceive, in part from excessive parental indulgence. One little urchin, five years old, was excessively lugubrious, and to appease him his mother filled both his hands with cakes, sugar, and other things, but did not succeed. One day he came with some sweets and a *pepper-box*, and was as turbulent, or more so, than ever. He struck his mother, which I hold to be a most heinous offence, and on my interposing he gave me a blow. His whole conduct was intolerable; and as I found he must either be excluded or conquered, the latter was preferred, and corporal punishment, once administered, answered the purpose. This might have been spared had he come to us earlier, or been under judicious discipline before.

I was shocked to hear the profanity of older children, which arises from the degraded state of their parents, and of those with whom they associate. The feelings of the people of Scotland, who seldom or never hear an oath, or see children fight, are exceedingly revolted by this practice; as those must be of every philanthropist and Christian. It would be well were a fine invariably imposed for every oath.

While in these parts I was much struck by what I had previously observed, and which, there is reason to fear, is often entirely overlooked. Some children, when addressed by a teacher, fix their eyes eagerly on him, hang as it were on his lips, and manifest the emotions they experience by changes of countenance and gesture. It is seen at a glance that they are interested and delighted. But there are others about

them who appear utterly unconcerned ; the head may be turned another way, the countenance may be vacant, and something may be twirled about in the fingers, as if in this the whole attention were absorbed. And let not the teacher or the visitor *assume* that these are proofs of idleness or stupidity. It may be, on the contrary, *their method* of receiving instruction, what others admit by the *eye* they may by the *ear*, and the impression on their minds may, after all, be more vivid and durable. Many children at Lincoln appeared uninterested and dull, and I feared that the examination would not, in consequence, be satisfactory : when the day arrived all my hopes were fixed on others, yet when the trial of attainment actually came, these put forth their powers, proved that knowledge, however apparently disregarded, had been imbibed, and even bore away the palm.

Such cases, in reference to both sexes, will frequently occur in agricultural districts, and are probably to be traced, in part, to the circumstances of the children, who observe others engaged with sheep, or watching corn, lolling about, and are accustomed to throw themselves freely on the grass. The movements of the town-boy, who has no such associates, are ordinarily different from those of villagers, and individual and local peculiarities should always be observed. Many a child has been severely punished, because he did not look or move himself just like others, and by the repeated chastisements of ignorance or rashness, his spirit has been broken ; when, had he been treated with intelligence and judgment, he might have risen far above his apparently more animated and acute companions.

"With regard to what took place at the public exhibition and examination," says the *Lincoln and Stamford Mercury*, "a very few details must suffice, nor indeed would it be easy, if it were possible, to transfer to paper that which in the hearing and seeing delighted a crowded and intelligent audience for two hours, opening every moment some new and unexpected source of high amusement and gratification.

"The little folks left their school-room in Free-school-lane at an early hour, under the guidance of the master and mistress, and one or two gentlemen of the committee; and, with the exception of two or three babies of twelve months old, who were carried in arms, they performed their long and rather wearisome up-hill march along the New-road, Minster-yard, and Bail, with but little distress, as was evident in the spirit with which they continued at play until the commencement of the exhibition. The composure and regularity with which the infant train of one hundred and twenty 'toddled on,' hand in hand, to their destination, excited no small amusement along the line of route, and those who should have inquired no further, could scarcely help noticing that appearance of cheerful and happy subordination which is the very soul of the system. Indeed, this pervading feature of a *prompt and willing submission to rule*, as contrasted with the slavish constraint or wilful obstinacy of mis-governed children, is one of the most prominent evidences of superiority in what is called the Infant System: it is that trait which will be considered by many as worth all the rest, and is especially worth the attention of the few who still

stand aloof from the merest misapprehensions and misconceptions of what Infant Schools really are. If the vilest blackguardism be somewhat improved and purified, as is well known to be the case, by the restraints of military discipline—(though the army, as a general rule, is any thing but a school of morals)—what is the obvious cause? Is it not the principle of subordination and order brought to bear, possibly for the first time, upon some unfortunate child of weak-minded or perhaps profligate parents, ignorant of the value of infantine obedience in trifles, and that the humouring of every impulse, even at twelve months old, may be the ensuring of a plentiful crop of exaction and insolence in youth, and downright brutality in manhood. If habits of forced obedience and regularity can do something for the amelioration of corrupt character even in mature life, what might not a system of gentle and benevolent coercion have effected in infancy. The young ruffian does not make himself, but is obviously made such by others—the process is going on before our faces, and at our very doors: yet he is not inaccessible,—he may be our's on easy terms, to make him what we will: if we will not do it for his sake, let us do it for our own, only let us begin in time: hanging, after all, is but a clumsy remedy—it should be thought a horrible one—but in a country town it seems only as one of the sights of the season.”

“The singing, with which the business commenced, after a few judicious and explanatory remarks by Mr. Wilderspin, was a remarkable proof of what may be done in *that* direction with children in a short time. Imperfect as it necessarily must be

to cultivated ears, few would have believed that any thing approaching to it could have been effected in less than a month's training of children from two to six years old. Were the choir to be culled, so as to reject those who have by nature a deficient ear, as well as the still younger intruders who had been taught nothing but would not therefore be silent,—a semi-chorus would be the result that would shame more than half the churches and chapels in the city. It is to be hoped that the clergy and ministers present would be encouraged from what they heard and saw to undertake, as far as their influence goes, the instant reformation of this important department of public worship, which bears as few marks of the 'march of mind,' as any public grievance whatsoever. Music is to the Infant-school System, what the moving power is to the wheel or machine; every thing would seem to stand still without it: hymns, arithmetical tables, geometrical figures, as well as some parts of geographical knowledge, are most amusingly insinuated by means of simple verses, some of them chanted to the simplest of tunes: so that the child that thinks it is but learning a song, finds itself, in no long time, master of the multiplication table, and this without the blows and harsh words, which, when a few times repeated, fix the ideas of knowledge and pain in such permanent association with each other, that many children never recover from the distaste they have acquired till it is too late to repair the fault,—when the means and leisure for the acquirement are gone by. The energy and glistening vivacity with which the young choristers delivered themselves of their musical fragments,

were powerfully grotesque, when the words were taken into account : as for instance, '*Sixteen drachms are just an ounce,*' or '*A pentagon—a pentagon—a five-sided figure,*' evidently a favourite strain ; or again (which seemed 'even a more excellent song than the other'), '*London is the capital ! the capital ! the capital ! London is the capital—of England !*' They that think these matters frivolous, and beneath the regard of adult wisdom, should suspend their hasty judgments for a season, till they have seen the whole as well as a part : even the proceedings of a morning's public exhibition give but a partial and imperfect view of what the system comprehends : it is to be seen in the school-room, and, equally essentially, in the play-ground, and must be seen repeatedly and long together before it can be appreciated. To say that it is complete, would be ridiculous ; every judicious mind may add something to it ; and every well-wisher to his country will lose no opportunity of investigating it for himself, and recommending it to all within the sphere of his influence."

And now having thus described the progress of Infant Education, it is necessary to allude to some instances of failure, in which, I am thankful to say, I am free from blame ; and faithfully to account for their occurrence. One cause undoubtedly appears in the want of a model-school for the proper training of masters and mistresses. In consequence of this the most serious errors arise. Thus it is said in a Report of a Society of Infant-School Teachers, "The teachers, instead of being regularly instructed in the system at some well-established school, for a month, or six

weeks, at most, have been placed under an agent for that time; while he (the agent) organizes the school. The teacher, during this time, is but a secondary person, and, frequently, a mere cypher; the agent taking the lead, and the children looking to him for direction and instruction. At the close of the appointed time, the agent leaves, and the teachers enter on their charge; and what is the result? The children's energies are lessened by the change; the teacher is obliged to commence again; and when he arrives at the same point, which, at most, can be merely the mechanical part of the system, he is unable to advance a single step further. The directors then perceive the error into which they have fallen; consequently, they are obliged either to seek other teachers, or send these to be properly instructed. The truth of these remarks will, there is no doubt, be acknowledged by many, from their own experience."

In the numerous schools organized by myself, my daughter, and my agents, the opposite plan has been invariably pursued. We have always brought the teachers into as much action as possible, from a deep anxiety that they might be fully competent to the work on our retirement; and I have no hesitation in affirming, that the most efficient masters and mistresses in the kingdom have been provided by these means. Were it not invidious, I could refer to many individuals as proofs of the assertion, and among them to all the Infant Teachers in Scotland, many of whom have had a classical education, and in whose ability I have the utmost confidence.

Another cause of failure is, the want of sufficient intelligence on the subject, of judgment, and of zeal,

on the part of the committees of such institutions. It must be evident that a correct knowledge of the system should be acquired from *the best sources* by those at least who have the management of schools, since if this be wanting, a state of things may arise compared with which the worst dame-schools in the country are decidedly preferable; and of which I could furnish, unhappily, not a few examples. Persons but partially acquainted with the system, though employed in it, have often been sent to open schools, and to communicate a part of their slender attainments to those who have made none. The teacher therefore who could only of a little take a little, a portion of which was erroneous, ill-prepared at the outset, retrograded instead of advanced, disappointed expectations which might have been realized, and brought reproach on a cause which ought to have been honoured. Acquaintance with the subject on the part of committees has often prevented the occurrence of this evil; and I would earnestly recommend those who originate and direct Infant Schools to know what they should be, that they may secure for the objects of their benevolence every advantage. A sound judgment will mark out the path which lies between laxity and severity. The rules laid down by observation and experience should be tenaciously adhered to, but what is not necessary should neither be recommended nor enforced. Infant Teachers, like others, should be under inspection, but this should be always considerate and kind. Whatever occurs to the members of a committee as erroneous, and requiring alteration, should never be stated to them *in the presence of the children*; this will weaken the authority of the teachers which ought

to be supreme ; nor should they be subject to a dictation which to an ingenuous and tender mind would be oppressive. Cases have occurred in which, though every effort has been made on the part of the individual, the spirit has been broken ; a result which a due acquaintance with human nature might have prevented. Incompetency should be followed by dismissal, but ability should be treated with confidence. A deficiency of zeal is extremely prejudicial. This has occasioned a want of suitable accommodation for the children, an indisposition to provide a play-ground and the means of amusement, above all, the apparatus which is absolutely necessary for the development and improvement of the infant mind, and a neglect of cleanliness and ventilation, so that it was recently said in the Times newspaper, that the filthiest place discovered by a Cholera Committee was an Infant School in the city of London. "If," says the proverb, "a thing is worth doing, it is worth doing well ;" and wherever there is not sufficient ability or spirit for the proper accomplishment of such objects, they are better left unattempted. There may, however, be a good beginning and a subsequent failure, and hence it is important that the zeal felt at first should be continually cherished. I could mention schools in illustration of this, where even the subscriptions have remained uncollected for years together.

Another cause of failure is the inefficiency and waywardness of masters and mistresses. The Infant System has in it from various circumstances much that is attractive, and this, together with a dearth of employment in other ways, has led many to think of obtaining situations in schools. But it does not follow that the

necessary qualifications are possessed, and instances are numerous of persons being engaged, from their own representations, who have not had even *one* of these. I have had applications made to me from a multitude with whom Sir John Falstaff would have declared he would not march through Coventry; and of this any committee may have proof who choose to advertise for teachers. Efficiency depends, it should be observed, also, not only on their possession of appropriate qualities, but on their continued and persevering exercise. A master and mistress may be engaged, and only *one* may attend, or the attendance of them both may be too limited, and in either case the failure may be total though the means of success are possessed. I have known instances where a master has worked at his trade, and only made his appearance on the arrival of visitors, and where mistresses have been absent for three or four months together. Waywardness is everywhere detrimental, but especially so in the instructors of the young. Some persons, on their appointment as teachers, have been placed for a time under the care of those well qualified to train them, and while under observation they have done tolerably well, but as soon as this surveillance ceased, they have found out some more agreeable methods of their own, and the consequences have been serious. The evil has been perceived by some committees, but not knowing how to remedy it by finding better instruments, it has been endured; and thus the plans laid down have been grievously defeated, and serious objections have arisen to Infant instruction.

Another bane, which is very observable, is, a striving for pre-eminence by the introduction of novelties.

Judicious efforts for improvement are always important, but "all is not gold that glitters." "Come, and see what we have in our school" may often be heard when the object exhibited with so much self-complacency and gratulation, may be not merely of no value, but absolutely prejudicial. Many a costly gew-gaw which was once greatly admired, may now be seen disused and covered with dust, or still doing mischief; and many a scheme, lauded as exceedingly ingenious, is to the Infant System what the worm was at the root of Jonah's gourd.

Were a person interested in the subject to visit many Infant Schools, as I have done, he would observe great diversity; yet each committee, or each master, probably imagines, that they or he had produced one which should be considered a *model*. Thus, in London, one person will praise a school at the west end to be the best, another will state that a school at the east end ought to be so denominated, and a third will claim the distinction for a school in the city: each will contend that his own protégé is the very embodying of the most successful plans, and yet the schools are as much unlike as the countenances of the instructors. It would be easy to portray many evils which result from this self-sufficiency, but it must suffice to remark, that the Infant Schools of Scotland, where a *desirable* uniformity prevails, have undoubtedly, the pre-eminence.

As one specimen of the feeling that prevails *here*, I mention the following fact. One day, a stranger entered an Infant School, and begged permission to see what was doing. The master was exceedingly attentive, and appeared much gratified with the

minuteness of the inspection and the praise awarded. "Who," at length, said the stranger, "suggested these plans?" "They are principally *my own*," was the reply, "I have paid great attention to them, and written much on the subject." This naturally excited curiosity, and the master was asked to point out the works of which he was the author, but it then appeared that they were only in manuscript, and when a sight of these was solicited, they were found to consist of extracts without one piece that was original. "I thought," said the stranger, "that a person named Wilderspin, originated some of these things?" when the answer was, "O yes, he was *one* of the first; he did just a little, but he has long since been put on the shelf." "And do you know him?" was the next inquiry; "O no!" was the reply, "but I know those who do; and they tell me he is a very ignorant and conceited person." The stranger then offered his thanks, expressed his pleasure at some things he saw, and retired, remarking, that the master might one day see the individual whom he had thus described, and probably he would come to a different conclusion. The following day the stranger repeated his visit, accompanied by a clergyman, who was the patron of the school, and who had treated the master most liberally, but his consternation was indescribable when introduced by the clergyman, he found the stranger to be *myself*! I did not increase his embarrassment by any allusions to what had occurred, considering that the inflictions of his own conscience would prove a sufficient punishment.

The last cause I shall mention is, the preference given to what is *showy* rather than to what is *useful*.

The temptation to this arises from the visits of strangers. In the effort to gratify them, and to obtain their praise, much time is spent in training the children so as to produce this effect, and subsequently, in the constant repetition of what is perfectly familiar. A visitor says, for instance, "All this is very delightful;" but were he to go to the school a twelvemonth or two years afterwards, he would only have the same lessons and evolutions over again. Thus solid, steady, and progressive attainment, is absolutely set aside; that has been made supreme which was only designed to be subordinate, and children have left school able to beat time, to sing, and to recite some things, like parrots, but as to reading, arithmetic, and general information, they have been most lamentably deficient. In Scotland, on the contrary, every thing is kept in its place, the useful is invariably preferred to the ornamental, and the consequence is, that the knowledge of children in Infant Schools there, far surpasses that of any I have ever beheld.

It is necessary more particularly to observe that an Infant-School Teacher's Society has been established in London within the last two or three years. Its avowed object is the advantage of those thus associated by personal communication; and friendly intercourse among all engaged in promoting the same object, cannot but be beneficial. This plan of union, which was suggested by my friend, Mr. Greaves, the secretary of the Infant School Society, I have recommended to the masters in Scotland, and there is no doubt of its being carried into effect. Most desirable would it be to have a concentration of all the obser-

ventions made, and of all the suggestions which arise in the instruction of infants ; and in active exertions for its accomplishment, I would most cheerfully and gladly unite. But while only a few out of the number thus employed are associated, while even among them there is so great a diversity in opinion and practice, and while there will be a disposition to dictate just in proportion to the actual incompetency for such an office, I must protest against the assumption of *authority*, and recommend the friends of early instruction to be cautious in the reception of rules, directions, and hints, which though sometimes good, will at others be "more honoured in the breach than the observance." To give only one illustration of what I mean, a report from the Infant Teachers' Society, from which a quotation was recently made, intimates, that it is better to have "a teacher from some well-established school than to have one trained by an agent," and this, supported by a host of facts, I am prepared to deny. A teacher who goes from a school in regular action will often be at a loss when he has to bring into order the children of a new school, and at the outset the most egregious blunders have often been made by novices ; but when teachers are trained by a competent person while he is organizing such an establishment, and allows them to do whatever is practicable, their path is smoothed, and a course marked out from which they can only wilfully depart. The best teachers in the kingdom, as already stated, have been initiated in this way, and so satisfied am I that it is the best, that I have formed a resolution to engage henceforth in training those only, who, eligible in other respects, profess to *know nothing* of the

system until they come to be prepared for acting upon it.

It may be well, in conclusion, to urge a few considerations on those to whom this volume is submitted, in the hope that the importance of the Infant System will be increasingly felt, as an effective means of preventing crime, and of greatly improving the mental and moral character of the people. If, however, it should fall into the hands of any who think such efforts have given no check to delinquency, or that they tend to its increase, the objectors may be fairly required to point out those parts of the system which will sustain their suppositions, and unquestionable facts to establish their correctness. No ordinary amount of evidence is accumulated on the one side; it is their's to shew what can be collected on the other. If, indeed, this be proved to preponderate, the exertions which have long been made shall be forthwith suspended, with deep and poignant regret that they were ever commenced; but *till then*, it may be "devoutly wished" that they had been a thousand-fold more energetic, zealous, and successful.

Meanwhile, a question may be proposed to the disaffected:—"If, after all that has been done, juvenile delinquency be so great, what would have been the state of society had moral and religious education been, on your principles, entirely neglected?" And in the event of their silence, it may be said, now our prisons are like castles or fortresses, then they must have resembled towns and cities; and for every instructor in *efficient* operation, the band of soldiers, constables, and turnkeys, must have been fearfully increased.

If it be remembered, as matter of encouragement, that much has been accomplished ; it is wise to consider nothing done while any thing remains to do. So far, however, from the necessity of education being reduced to an inconsiderable point, it is at the present hour, great, urgent, and appalling. The state of every part of the world calls aloud for aid ; and demands the ardent and persevering efforts of all the friends of our species. Infant Schools are as yet but scantily distributed over some parts of England and Scotland ; while in Ireland and Wales they are scarcely known. No society exists for their diffusion ; and the scheme of a model school for public instruction and stimulus, as well as for the preparation of masters and mistresses, than which none could be more important, vanished into " thin air."

To pass from this brief and general statement to two or three particulars, it may be remarked, that a powerful argument for increased exertion is derived from domestic life. Those who sustain the parental character discover ordinarily an interest in the children of others ; hence they cannot be insensible to the guilt and misery of thousands of the young, nor to the importance of whatever means may conduce to their relief and improvement. An appeal to their benevolence must, therefore, be successful. But should it fail in any instance, it may be shewn that what appears to others as a matter of *duty* is also indisputably one of *interest*. From what grade do those servants come, on whom so much domestic comfort is suspended, and to whose care children must often be committed ? And can it be a question whether the ignorant and neglected, or those who have received

mental, moral, and religious culture, are best fitted for such circumstances? Much has been written on the injury to which children are exposed from domestics, and surely the pampering of appetite for the sake of quiet or of influence,—the disregard of truth, that what is done in the nursery may not be condemned in the dining-room,—the admiration of rank and wealth, so productive of vanity and pride,—the counteraction of parental discipline by the charge of crossness or severity, in order to win the confidence and affection of the little suffering delinquent,—and many other evils arising from such associations, cannot be too clearly seen, or excite too much energy, for their prevention and termination. Great and portentous as they are, however, they belong not to the nature but to the circumstances of menials. Neglected as they have been, it is unjust and absurd to expect the exercise of sound judgment, or the discovery of the highest virtues. Wanting to themselves, they will prove inevitably wanting to others. Unprepared for self-controul, they are manifestly unfitted for the judicious treatment of the infant mind. A better state of things must originate in the improvement of the class from which they come; if this be felt and acted upon, existing evils will be mitigated; but if not, the degeneracy of servants, so loudly and often so unthinkingly bewailed, will continue and increase.

Another argument is deducible from patriotic considerations. Most fearful is the present amount of ignorance. In Berkshire, of one hundred and thirty prisoners committed to Reading jail, and tried at the special commission in 1831, twenty-five only could write; thirty-seven could read only; and seventy-six

could neither write nor read; and yet one hundred and twenty were under forty years of age, varying from eighteen to thirty-five, and must therefore not be confounded with those in whose youth some systems of education now extant had no being, but may be viewed as a fair specimen of the several counties. Of the thirty prisoners, tried at Abingdon, six could read and write; eleven could read a little; the remainder were wholly uneducated. In Buckinghamshire, of the seventy-nine prisoners convicted at Aylesbury, only thirty could read and write. In Hampshire, of three hundred and thirty-two committed for trial at Winchester, one hundred and five could neither read nor write; and nearly the whole number were destitute of the rudiments of knowledge. In Kent, about half the prisoners committed to Maidstone jail were unable to read or write; and nearly the whole were totally ignorant of the nature and obligations of religion. In Sussex, of fifty prisoners put in trial at Lewes, thirteen only could read and write; twelve could read a little, only one could read well!

Too much dependance has certainly been placed on what is called "prison discipline," as a preventive and counteractive of crime; and its provision and support have become a most oppressive public burden, which has been fearfully augmented of late. The county rates have increased much faster in the last forty years, so that the money expended for other purposes than the maintenance of the poor is at present not less than two millions per annum, and of this the sum paid to the county rates may be taken at a million a year. A great aggravation of this burden has arisen from the erection of county jails and

Bridewells, to the amount, perhaps, of five millions sterling; even more when the relative value of money is considered, than in the same space of time was ever expended in cathedrals by our forefathers. And this will be deemed a low estimate by those who have opportunity to know the expenditure of the several counties, or who have seen the fortress-like edifices, massive and ornamental, appropriated to this ill-omened purpose. For in building a jail, not only the expensive accommodations provided in workhouses are held to be necessary, but enormous strength and solidity of fabric become so, in proportion as moral means of securing the prisoner are neglected, and the ruder ones are held to be improper. A jail which shall be at the same time sufficiently commodious and secure, can scarcely, we understand, be constructed at £300. per head, for the number of its intended tenants, and the establishment of jailers and turnkeys annually increases from the same cause.\* It were desirable, therefore, to ascertain, as a matter of public economy, whether other and less costly means might not be available; but how imperative is their adoption, when it is a notorious fact, that prisons, burdensome as they are, so far from arresting or retarding the progress of delinquency, most fearfully increase the evil.

Might not some improvement have taken place had a part of the amount thus expended been appropriated to Infant instruction? The power of an enlightened conscience is unequalled; and to its production and exercise, the system, whose progress has been stated, has been demonstrated to be well adapted. Instances

\* Quarterly Review.

are numerous in which it has produced the greatest regard for the property of others. To cite one more, the master of an Infant School at Wantage was walking one Saturday afternoon, and saw three of his pupils busily engaged in a bean field. He stopped, unobserved, to watch their motions, and as they proceeded from one spot to another, feared that they were stealing the beans. At length, with great anxiety, he went to a part which the children had just left, when, to his inexpressible delight, he found, that so far from committing a theft, they had twisted the stems which some persons had trodden down around the strong ones, and tied up others with pieces of string from their pockets. What other discipline than such as they had enjoyed would have produced this effect?

The advantages of religious instruction are immense. It was stated to a Committee of the House of Commons, that a school was established a few years ago, where there were a great number of very depraved poor ; since that time the moral improvement in the neighbourhood has been visible to all the inhabitants ; and it is asserted, that many instances have been pointed out, of the most complete reformation in the morals and conduct of the parents, arising from the circumstance of the children having been introduced into the school. Some of these children have actually taught their parents to read. As a branch from this school, another was established at Haggerstone, a place inhabited chiefly by bricklayers of the very lowest class of society, and some of them, it is said, of perhaps the very worst character. So proverbial was this place for depravity, that no man or woman in the dusk of evening would walk

across to Hackney that way, though it was the nearest path ; and if a thief was pursued and ran to Haggerstone, no constable or runner would go beyond a certain line ;—so that with reference to criminals of every description, it was called “the City of Refuge.” It is affirmed, that of late the face of this neighbourhood has also been completely changed, and the change is ascribed by all to the establishment of the school there. The benevolent persons by whom these schools have been instituted, have formed societies for visiting children that are sick, and the poor have expressed much surprise at the interest taken in their welfare, and the welfare of their children, so that it has had the best possible effect.

It was reported by the commissioners of the board of education appointed by Parliament, that of three thousand boys who were educated at the Sunday-schools in Gloucester, but one has been convicted of a public crime ;—by the managers of the Borough school, that none of the children educated there have been charged before a civil magistrate ;—by the secretary of the Hoxton Academy school, when examined by the House of Commons, that they had never discovered in their school any of the children that had been there (and they amounted to five hundred) ever committing any act of delinquency ;—by Mr. Lloyd, to the same committee, that owing to the general establishment of Sunday-schools in Wales, in one or two of the counties, the prison-doors had been thrown open ; and he attributed it to education, because nearly every individual throughout these counties attended the schools ;—and, by Mr. Daughtry, that the peaceable deportment of the poor

in Spitalfields (who were nearly one hundred thousand) during the radical convulsions, was to be traced in a great measure to schools and visiting societies.

It was observed by the magistrates of Donaghadee, that when any young delinquents were brought before them for petty offences, they were not among those whose names were to be found on the roll of their Sunday-schools;—by a magistrate in Bangor, that in the course of six years he did not recollect a single instance of any person educated at the Sunday-school being brought before him on any charge whatever;—by General M'Quarrie, the governor of New South Wales, that in consequence of the establishment of sabbath-schools, during the whole of his residence in the colony, only *one* of the children of the *convicts* had been convicted of a single offence;—by the Wesleyan Missionary Society, that for forty years no West Indian negro, who had been educated in their schools, had been either a conspirator, a rebel, or insubordinate;—by Mr. Eastbourne, of New York, that the change as to the young in that city, who infested the streets, was seen in six months, and was visible to those who did not support the system;—and by the Rev. Mr. Dwight, of Boston, that he had not heard of a child belonging to their schools, who had been confined by public authority.

The mental and moral improvement of the lower classes will also appear necessary if the age in which our lot is cast be considered as it is, one of invention,—invention producing many and great changes both present and remote. The state, however, which follows some great improvement in arts has its inconve-

nances, and not unfrequently its sufferings and sacrifices. Some persons who writhe under privation have therefore resorted to acts of violence ; but to prevent machine-breaking and rick-burning, other means must be adopted than those now employed. The special commissions of the winter before last, which cost the country twenty-five thousand pounds, would check or end, it was thought, such outrages ; but notwithstanding their sentences of transportation and death, incendiarism has been since of very frequent occurrence.

Two things are required, in fact, on the part of the working classes, to adjust themselves to the state of society as one altering and improving :—skill, or practical knowledge, so that when one branch of productive labour fails from improvement or fluctuation, they may resort to another ; and economy, that they may provide against “a rainy day,” and instead of seeking relief in combination and outrage, have the means of support until the arrival of more favourable times.

But it were vain to expect these qualities from the mass, who left to themselves, are becoming daily more degenerate from ignorance and vice. They will appear only where there has been some training of the head and the heart. Let then the mind be taught to think, and the judgment be fitted for correct decision, and the difference will be manifest, as it is now in cases occasionally witnessed ; the intelligent will not be the dupes of demagogues or incendiaries, and the thrifty will discover a higher tone of feeling than their improvident neighbours. “A slight knowledge of human nature will shew,” says Mr. Colquhoun, “that

when a man gets on a little in the world, he is desirous of getting on a little farther." Such is the growth of provident habits, that it has been said, if a journeyman lays by the first five shillings, his fortune is made. Mr. William Hale, who has bestowed great attention on the state of the labouring poor, declares that he never knew an instance of one who had saved money, coming to the parish. And he adds, moreover, "those individuals who save money are better workmen: if they do not the work better, they behave better and are more respectable; and I would sooner have in my trade a hundred men who save money, than two hundred who would spend every shilling they get. In proportion as individuals save a little money their morals are much better; they husband that little, and there is a superior tone given to their morals, and they behave better for knowing they have a little stake in society." It is scarcely necessary to remark, that habits of thoughtfulness and frugality are *at all times* of immense importance.

To these advantages, as results of mental and moral culture, may be added a further amount of positive good. Many of the most eminent men in literature, science, and art, have sprung up in obscurity. Some will instantly occur to the mind from among the living as well as the dead, who have laid society under the deepest obligations; but there are others, whose claims are not so commonly remembered. It is calculated, for instance, that above a million and a half chaldron of coals are annually consumed in London; and the amazing extension of the coal trade, to meet such demands, is to be traced to men called "viewers," who have generally raised themselves from lower situations. Ma-

chinery was absolutely necessary to obtain so many millions of tons of one of the first necessities of life, and that at a rate exceedingly low, and this was provided by Newcomen, the plumber, and Smeeton and West, the watchmakers. The cheap and elegant garments, which gave bread to about two millions of people, instead of fifty thousand, which raised the importation of wool from less than £2,000,000. to £200,000,000. per annum, and which increased the annual produce of the manufacture from £200,000. to £36,000,000. are to be traced, through subsequent improvements, to Arkwright and Compton, the barbers. A rude and inconsiderable manufacture was changed into an elegant art, and an important branch of national commerce, by Wedgewood, the potter. Inland navigation, which enabled manufacturers to import the raw materials and export the finished goods, was devised and executed by Brindley, the mill-wright; and it would be easy to accumulate a great number of instances in which persons of humble grade have greatly promoted the general good.

It has been well argued, moreover, by men whose names would give force to their reasonings, that "God exercises a particular providence with respect to the condition of kingdoms and nations, making it better or worse according to the moral and religious state of the people." The physical laws of the world are immutable; and equally so is its moral order. Vice is always perilous to individuals, communities, and empires; and the path of virtue is as invariably that of safety and peace. All, therefore, should reiterate the wish of the poet:—

"O for the coming of that glorious time  
 When, prizing knowledge as her noblest wealth  
 And best protection, this imperial realm,  
 While she exacts allegiance, shall admit  
 An obligation, on her part, to *teach*  
 Them who are born to serve her and obey ;  
 Binding herself by statute to secure  
 For all the children whom her soil maintains  
 The rudiments of letters, and inform  
 The mind with moral and religious truth,  
 Both understood and practised,—so that none,  
 However destitute, be left to droop  
 By timely culture unsustained ; or run  
 Into a wild disorder —————  
 A savage horde among the civilized,  
 A servile band among the lordly free !

The importance of aiding the cause of Infant Education may be urged, in conclusion, on all the friends of "pure and undefiled religion." Ignorance is a serious impediment in the way of their benevolent and zealous efforts. It prevents the application of many means of religious improvement, and it defeats the efficacy of others. The time appropriated to Sunday School instruction short as it is, is often contracted within very narrow limits, by the necessity which exists for imparting the simplest elements of knowledge; which previously acquired, would allow of more prompt, energetic, and effective appeals to the conscience and the heart. The Scriptures though possessed, can be of little use to those whose minds have never been taught to think, and to whom a taste for their sacred truths has never been imparted. The sermons of the pulpit, unless they are the most simple imaginable, are but rarely understood ; indeed it is

frequently found that what are considered common terms are altogether unintelligible, and the cases are still extremely few in which there is any correct perception of the scope and bearing of even the plainest discourse. If, however, the discipline now recommended be given, there will not only be the advantage directly accruing from it, but that which will assuredly arise from the increased and unwonted efficacy of other means.

And rich indeed will be the reward of those who have prepared this volume, should it indelibly impress on the minds of its readers the declaration of Dr. Johnson, "He who voluntarily continues ignorance, is guilty of all the crimes that ignorance produces ; as to him that should extinguish the tapers of a light-house, might justly be imputed the calamities of shipwreck." "The duty of a man," says Bishop Taylor, "hath great variety ; and the persuasions of men are strangely divided ; and every state of life hath its proper prejudices, and we shall perceive that men generally need knowledge to overpower the passions, and to master their prejudice ; and, therefore, *to see your brother in ignorance is to see him unfurnished to all good works ; and every master is to cause his family to be instructed ; every governor is to instruct his charge, every man his brother, by all possible and just provisions. For if the people die for want of knowledge, they who are set over them, shall also die for want of charity.*"

FINIS.

# **Infant School Depôt,**

**ALPHA HOUSE,**

**ALSTONE, NEAR CHELTENHAM.**

**MR. WILDERSPIN** begs to inform his friends, that he has opened a Depôt in Cheltenham, from whence he purposes to supply all necessary Articles for the use of Infant Schools.

He has just published a new and complete Set of appropriate Lessons, for the use of Schools of the higher Classes, and for the Children of the Poor.

He intends still to devote himself, and the profits on the sale of Lessons and Apparatus, to the promotion of Infant Schools, in any Country to which he can gain access. He purposes, with the assistance of his Daughter and experienced Agents, *taught by him*, to visit the various Counties in the United Kingdom, to Lecture on the System, to give Private Lessons, to organize Infant Schools of any Class, and to impart such information as will tend to their proper management and ultimate success. He has laboured nine years in this cause, without one School having failed when properly began; had many thousand Children under his tuition; and undertakes to reduce two hundred Infants to complete order in four weeks, so as to exhibit them to an audience in any Town in the Kingdom.

Mr. W. instructs the Persons who intend to become Teachers, on the Spot where he organizes the School; as it affords them an opportunity of acquiring a more complete knowledge of the System, and saves considerable expense.

Every Information may be had of Mr. W. respecting Infant Schools, by addressing (post paid) as above.

Schools of One Hundred Infants provided with every requisite, from £8. to £10;—of Two Hundred Infants, from £10. to £15.—Nurseries furnished from £6. to £10. The Articles are carefully packed, and sent to Bristol or Liverpool (for Ireland and Scotland), free of expense.

## TESTIMONIALS.

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"Mr. Wilderspin, the celebrated founder of Infant Schools, has been lecturing the last two days in the assembly rooms on the principles of his system. We were much gratified at the numerous and most respectable audiences on both occasions. If we do not greatly err, Mr. W. carried his audience completely along with him, and that none of those present will be any longer sceptical as to the utility of schools on his plan" *Inverness Courier*.

"We anticipate the best results from the series of lectures which Mr. Wilderspin has just given in this place. He has, we are sure, produced an impression on those who heard him which is not likely to be ever effaced from their minds, and which we are certain will eventually, speedily we hope, lead to the institution of an Infant School in this place. Mr. W.'s lectures in the Rev. Mr. M'Niel's chapel on Monday evening were honoured with a crowded attendance." *Elgin Courier*.

"We attended the lectures of Mr. Wilderspin on Infant Education; so intellectual a treat we have not enjoyed for a long time. Mr. W. proved himself to be at once a man of superior mind, and a friend to society at large." *Lincoln and Newark Times*.

"Mr. Wilderspin terminated a course of lectures on "Infant Education" at Newark, on Friday evening; his audiences every night were numerous and respectable, and we were much pleased to hear our views of the excellency of the institution, as well as of the capabilities of the lecturer, corroborated by some of the most intellectual inhabitants of the town." *Newark Times*.

"His Lordship in conclusion, stated that Mr. Wilderspin would enter more minutely into the explanation of the system, and that he would, after having made a few observations explanatory of the mode of instruction, immediately proceed to the examination. His lordship made several handsome remarks respecting Mr. W. and informed the company that he was one of the first persons who had struck out the plan, and had now considerably improved it."—Bishop of London. *Chester Courier*.

"A numerous and respectable company, of which the major part was ladies, attended the County Hall, Aylesbury, to hear a lecture delivered by Mr. Wilderspin on the subject of Infant Education, and to witness the effect of the system,

of which he is the author, on the little pupils of the Infant School of Aylesbury. The scene was as interesting as novel, and produced surprise as well as satisfaction in all who were apprised that the school had been only three weeks under Mr. Wilderspin's immediate care. In the course of his exhibition, as well as of his lecture, it is proper to add, that he evinced a laudible solicitude to inculcate sound religious principles with the education of the infant mind."—*Aylesbury Paper*.

"I beg leave to congratulate this meeting on the appearance amongst us of a man whose existence appears to be one of those beneficent interventions of Providence for preventing the degradation, and exalting the dignity of human nature, so that it may be properly fitted for its higher destiny. Since I first became acquainted with Mr. Wilderspin's proceedings, I have been at a loss which to admire most,—his exceeding benevolence, or the extent of the talent and tact by which he has extended, in so remarkable a manner, the object which his benevolence has in view." *Sir George Stewart Mackenzie, Bart.—Aberdeen Journal*.

"The lectures delivered by Mr. Wilderspin in various parts of the united kingdom, are exceedingly interesting and valuable to parents, to the patrons and conductors of Infant Schools, who should be concerned to have them in the highest state of efficiency, and to all who are anxious to ameliorate the condition of the infant poor. 'We do not remember,' says an eminent literary character in the *Bath Herald*, 'to have met with anything so philosophical and amusing as these lectures, since we read Mrs. Edgeworth's work upon Education.'" *Bath Chronicle*.

"Mr. W. is unrivalled as a lecturer, his anecdotes of children are very curious, and his dramatic illustrations of them shew a great power of imitation. But his benevolent disposition, his ready invention, shining together in contrivances to effect his purpose, and his patience founded on his benevolence in waiting for their results, his judgment in his mode of obtaining authority, of using it, and tempering it with mildness and affection, his manner of distinguishing the acts and words of devotion from other business and lessons of the school, display no common qualities of a teacher, and his discernment in perceiving how much remains to be done, and, perhaps, by others, and his own modesty in speaking of what he has been enabled to do, entitle him to the name of a philosophical instructor, and if uncorrupted, *but not otherwise, by praise*, he may be a blessing to his country and his age." *Bath and Cheltenham Gazette*.

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